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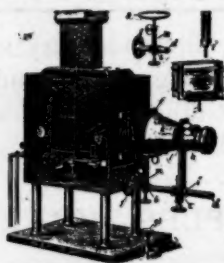
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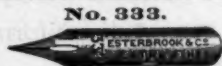
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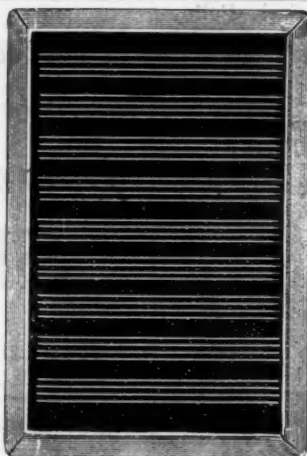
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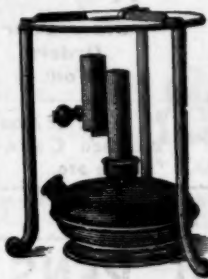
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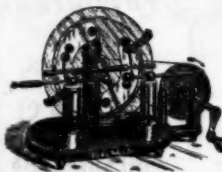
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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. XLVII.

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No. 9

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The business department of THE JOURNAL is on page 226.

All letters relating to contributions should be addressed plainly, "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. Kellogg & Co. Do not put editorial and business items on the same sheet.



A GREAT deal depends upon the character of the questions put, year after year, to applicants for teachers' licenses. Many earnest young persons are watching these questions and following their cue in studying for future examinations. According to their framing, this preparation goes on. If they adhere solely to the text-books in use, only the text-books will be studied, and they will be over-studied. We approve of questions that test the *interest* of the student in the subject by appealing to what he has learned outside the text-book. Such questions, however, should be so framed that the test will be a real one. A technical question may touch some point about which a really well-informed student knows nothing. We know of a young lady who, at a teachers' examination, said to the superintendent, "I cannot answer question No. 7, 'Describe the cotton gin,' but I can describe a paper mill." The examiner took this piece of audacity for a mark of mind, found in it a criticism of his plan of questioning, and told her to "Go ahead and describe the paper mill."

The deeper a principle lies, the more unconsciously a formalist steps over it, and the more confidently a faddist reduces it to a series of exercises. Thus it happens that the conventional teacher laughs at Delsarte and the presumptuous teacher undertakes to do for the Delsartian philosophy what its author could not himself do. "If this is Delsarte, then I want none of it," is the very natural comment of the common sense critic who witnesses a performance in artificial emotion. "But this is not Delsarte," some voice ought to whisper in the critic's ear. We shall not undertake just here to say what Delsarte *is*, but it is safe to say that is *not* a cultivant of self-consciousness.

There are interpreters of Delsarte who are more cautious than others in expounding and applying his theories. These are, as a rule, the safest guides; for they are, as a rule, the most broadly qualified for the study of psychologic truth. In the hands of the superficial student the poor framework that Delsarte left speedily becomes the merest mechanism.

It is a great mistake to discard old methods *in toto*. There is scarcely one of them that is not good in its place. It was once common and probably still is, here and there, to give out the next day's reading lesson at a certain hour in the afternoon, the children reading phrase by phrase in concert after the teacher and in the teacher's tones. The lesson was then taken home to be

studied. This practice has been condemned and abandoned in localities where it was once universal. It was right that it should cease to be universal or even a leading method in teaching reading. Yet the practice has some value, especially among foreign populations, where not only English words but English inflections of the voice have to be studied. Tones of the voice have to be *caught* and this is the quickest way of catching them. There are localities where a daily exercise of this kind would assist materially in *Americanising* the children, and there are localities where it could very rarely have any value at all. It should never be very much relied upon as a plan for teaching the reading lesson. That is an affair requiring the analysis and discussion of subject matter and attention to the meanings of difficult words.

Jas. W. McDonald, after quoting in a recent school document the poor English used by high school pupils in exercises requiring "original expression," says: "I have tried to discover the cause for this helplessness and bewilderment of pupils when thrown upon their own resources in trying to express themselves in their mother-tongue, and with this end in view I have visited schools below the high. . . . While I think the fault may be partly due to the carelessness of elementary teachers, I believe it is much more due to the vagueness in the pupil's mind of the ideas which he is attempting to express. In other words, his language is a fair representation of the ideas as he comprehends them. This leads me to call attention to a very common and serious defect in high school teaching. A great deal of it is vague, and leaves but vague impressions in the minds of the pupils. The poor results are not manifest where the pupils learn the text-book and recite memoriter, but when they are thrown upon themselves they show their weakness by their stumbling language."

Yes, the cause is vagueness, but what is the cause of the vagueness? Surely the text-books make clear statements which pupils of high school age and training ought to be able to understand, and if the text is memorized, the vagueness is not that of forgetfulness, which accompanies the loose touch-and-go and no-review system that here and there masquerades under the name of the New Education. Leaving the teacher out of the question, why have not the pupils got clear ideas out of the clear text? Is it that, as has been boldly stated by a well-known critic, "they have never learned to read"? Surely lack of previous training is manifest. Either they are incapable of the thought required of them in the high school, or they do not read with attention. The fault must be somewhere in the elementary training, after all. High school pupils ought to be capable of enough self-guidance in study to master the subjects laid before them with very little help from a teacher.

The Ideal of Education.

By AMOS M. KELLOGG.

(The writer was requested to discuss the "Ideal of the Educational Journalist," at the Educational Congress in Chicago, in the department of educational journalism. He prepared the following paper for the occasion.)

The educational journalist aims to diffuse a right idea of education. When Horace Mann undertook that seemingly impossible task of placing the teacher and the school in a just position before Massachusetts, he felt the necessity of an educational journal. And the rich results that followed his labors came from his eloquent pleading, aided by his equally eloquent writings.

The same course was followed in New York, to aid in the effort to lift the schools out of the degradation in which they existed. Edmund Dwight spent much of his private fortune in publishing the *District School Journal*. The great upheaval there was due to David P. Page and that paper. In every attempt to realize a higher ideal of education, the educational journal has played an important, if not the leading, part. The usefulness of the journal is never to be measured by the pecuniary results to the publisher; works of real beneficence are rarely profitable. There is an abundance of teachers who do not make any money—they aim solely at usefulness; the educational journalist is of this class of men.

The question proposed suggests the existence of an ideal in the journalistic mind but back still further lies another question. We must admit the journalist is attempting to diffuse the highest ideal of his time concerning education. The real question then is, What is that ideal?

I do not propose here to give a definition of education; these already abound. But I doubt if any practical teacher steers his ship by any one of the lot from Milton to Herbert.

When the curtain rises and the early races are disclosed to view, we find the peoples in the Nile and Euphrates valleys were already considerably advanced from their primeval condition. Some force has been at work; it has impelled them into movement and made history possible; the possession of this force and its operation is what distinguishes man from the animal that long before his time had a place on the earth. Man builds a hut to shelter him from the storm; from this simple structure he advances step by step until the vast arches of the cathedral bend above him.

It is apparent that man is endowed with a force that demands advancement; the result of the operation of this force upon the individual or the race is what we term education. Into man the animal, the Creator breathed the breath of his own life; he imparted to him some of his own nature; the desire now is in him to create the beautiful, to find the true and to do the right; thus man the animal possesses a spiritual nature; he can no longer be satisfied with the things that satisfy the animal.

The effect of this God-imparted force was to cause man to enter on a stage of progress; he attempts to solve the deep problems in his environment, to construct edifices, to organize a social structure, to represent the beautiful and to conceive of his Creator. History must not be looked at as a series of wars and social convulsions, but as a series of efforts mankind has made to move onward in obedience to a spiritual force. History is a record of man's education. This wonderful environment of ours,

"The hills,
Rock-ribbed and ancient as the sun; the vales
Stretching in pensive quietness between
The venerable woods; rivers that move
In majesty, and the complaining brooks
That make the meadows green; and poured round all
Old Ocean's gray and melancholy waste."

What do we not owe to it! What has it not done for us! Like a great cog-wheel it has set the educative force in us as individuals and as a race in motion. The mind of man demands knowledge, and around us what bottomless mines of knowledge exist! The possession of one fact kindles a desire to know more.

But knowledge alone fails to satisfy. "Truth," says Cardinal Newman, "is the object of knowledge; that is, the spirit seeks to convert knowledge into truth," a statement that should stand before the teacher as a mountain top. The prevalent conception of education has been, and is to make it synonymous with the possession of facts; this school of thought would turn the young man who feels the demand of the God-imparted educative force stirring within him to the accumulation of knowledge. The testimony of Benjamin Franklin is well worth noting, because he was one of the shrewdest realists the world ever produced. After pointing out the means of success in life as industry, economy, and sobriety, he adds that it is a great help to have a spirit that chooses a higher and better stage, even if it yields no more money.

The educative force in the child, if aroused and directed, converts knowledge into truth; it strives to consolidate the facts presented to it, into a coherent whole; the power is in us to see wholes in the fragments that lie around, as we can see a circle if but an arc is drawn. To see truth in facts demands the employment of the imaginative faculty. I do not mean that faculty that made the Sphinx, putting a woman's head on the body of a lion, but that power that in a small and humble way follows his Creator in seeing unity in this vast diversity, sees wholeness in parts and beauty even in ashes.

The animal can and does accumulate facts; it even may be said to accumulate knowledge; but it never can be said to possess truth. Man is wonderful solely as the being that can possess *truth*, and the effect of truth on man is truly magical. The great Teacher expresses it by saying "the truth shall make you free." That is, without the truth you act on animal lines—it is what shall you eat and what shall you drink? With the truth you act on spirit lines free from the animalistic fetters, able to soar somewhat now into the regions in which the Creator exists.

The historian tells us that God breathed the breath of *life* into man, meaning to tell us that he breathed of his life into man. He imparted the power to enter on higher stages of advancement; and the Great Teacher explains to us that life is a glorious something which one might possess if he would but enter on these higher stages of advancement. "The words I speak are life." He thus indicates that education in its true and best sense means life—the truly educated truly live.

The three great words in the educational vocabulary are *knowledge*, *truth*, *life*; each is a threshold to the next. Jesus found the world busy with the first, and his main effort was to cause it to stagnate there no longer, but to advance to the higher point.

The best book on Methods of Teaching to-day is the New Testament. The effort of Jesus plainly was to arouse the forces that set men into a stage of advancement to encourage them to employ the spiritual in preference to the animal nature.

The great bulk of his teachings were not religious in the usual sense of that term; he strove to educate in the large sense of that word. The reason the story of Jesus so appeals to the human race is because man's inmost heart says to him, "I too possess this power to educate and redeem."

We may this year and next year limit education to knowledge gaining, but the river will rise higher and higher; the hunger of mankind is for truth, and truth they must have. We may begin with knowledge, but we cannot end there. Let us give thanks repeatedly to the Great Creator that he has made the human mind such that it is not satisfied until it has turned its knowledge into truth.

It has long been known that men possessing great scholarship often failed as teachers; they were storehouses themselves, and sought to reproduce themselves; their motto is "accumulate," when it should be "buy the truth and sell it not."

This is no claim for feeble scholarship in the school-room; if it were possible I would to-day put up the bars

twice as high as they now are, and mainly that by that means there should be a better comprehension of the child and a better understanding of the methods by which the educative forces in him could be aroused. The fact that higher scholarship is demanded almost every year is significant—it does not mean that more difficult studies are put before the child.

It is an old maxim that all who are educated educate themselves. It is the educative force within the child that does it, as the crystallizing force in the diamond makes that what it is. The teacher must take it for granted that this educating force is in the child, and make it his business to arouse and direct it. The first question the would-be teacher, as well as those already in the school-room should ask, is, "Do I know how to minister to the spiritual nature of the child?"

Hearing of lessons may do it; the tendency of the mind is to arrange facts into such an order that it becomes truth, but thousands of minds have a feeble spiritual force; "seeing they see but do not perceive." The school must be a place to encourage this feeble force to expand and become dominating.

That it was possible to arouse this educating force into activity was undoubtedly early discovered, but like the discovery of electricity in amber, it attracted but little attention; but the examples of Socrates and Plato, and especially the transcendent Jesus, are before us to show that the results of appealing to this power are to be looked for in setting humanity to moving to higher and more glorious planes of progress. The world will never forget these examples.

At last the world began to make it a business to find people who could exert an influence on the lives of others; it was seen that some persons possessed the power to cause others to advance from the stage of thought they were in to a higher one. It has begun to spend millions upon it. We are familiar with the effort to arrange courses of study and all that. We are familiar too with a new phase, the study of teaching in its scientific aspects. There is hope in this. The student of pedagogy, after much laborious study, sees that the practical questions are, What are the means by which the educative forces in the child may be aroused? How shall I aid him in his effort to convert knowledge into truth? How shall that truth become the bread of a spiritual life in him?

First.—The child's environment is no hap-hazard affair; the same Being that breathed his own momentum into man contrived the wonderful world in which he placed him, contrived it so that it would minister to his deepest needs. Now we have too often put the book between the child and his environment; we have shut off the influences that might come from the sky and the earth. But this seems to be in a way of correction; the study of nature has begun.

Second.—Whether environment is greater or less than man himself in raining influences upon man, need not be debated; the influence of human beings upon humanity is enormous in itself. Man's destiny is in man's hands. The hope of the world lies in a repetition of such labors as were performed by the Son of Mary 2,000 years ago. The influence of man upon man may sometimes seem unequal to accomplish the vast ends desired. But if we look back to those Syrian days we shall be reassured. The influence of Jesus as an educating force will never cease on this earth. In hours of despondency let us lift from forgetfulness the great fact that Jesus was a teacher and strove to use his method and his motive as a touch stone; if we employ his method and have his motive, we may do imperishable work. His followers went out in his spirit and aroused slumbering spiritual forces and the world has become a new world; it is a world well worth living in.

If we stop to consider it, human beings are created to exert influences on other human beings; some have special powers of this kind. No one who hears an eloquent man but feels that something beside words emanated from him. There are those who have ability to arouse the educative forces, to awaken the God-imprinted desire for advancement. Such are the so-called

"natural teachers" of the world.

The value of *method* in this work of starting the pupil on the road of advancement is being re-emphasized in these days. But all great teachers use this as a framework merely; they early begin to address the reason; the intuitions of the true, the beautiful, and the good are all closely related. Recall the words of Jesus: "Behold the lilies of the field how they grow;" first ideas of the beautiful, then of the true, then of the good. In this the imagination is the king faculty. He takes the environment and teaches us to read a lesson in it, acknowledging or recognizing that man and lily both sprang from the thought of the Creator.

Put there are numerous utterances that use the imagination to produce profound effects on the mind, and cause it to leap over all bounds and seek an audience with its Creator. Looking up at the stars Edwin Arnold says:

Ye heavens whose pure dark regions in vain
Have no sign of languor,
And tho' so calm and tho' so great
Are yet untroubled and impassionate,
I will not say that your mild deeps retain
No tinge, it may be of this silent pain,
Who have longed deeply once and longed in vain;
But I will rather say that you remain
A world above man's head to let him see
How boundless might his soul's horizon be,
How vast, yet of what pure transparency.

The teachers in all classes of schools must study to employ means to lift the pupils along and upward; if this be his motive he will surely find the means.

Third.—A discovery was made by a man in the Chaldean city of Ur that produced an effect that has been of enormous value to the world; it was that the Creator himself influences the forces in humanity that make for advancement. Can this great discovery be made available in the school-room? I sat before a primary department in New York city where were assembled a thousand children under ten years of age, and I could not shake off the belief that influences from the highest may be expected on such a company of children banded together for good purposes.

I am not asking for the introduction of the so-called religious exercises in the school-room, but for religion itself. I believe the millions of children in the schools may receive influences from their Creator if they are put in a condition to receive them. These influences are poured out as the sun pours his rays upon the vegetation of the earth. If wheat is sown on properly prepared ground it will spring up and bring forth an hundred fold.

The Catholics feel the need of bringing the child into relation to its Maker more keenly than the Protestants; they propose to meet the need by the teaching of the Catholic religion; Catholics want to teach Catholicism and the Protestants Protestantism, and, neither giving way, the great common ground is untouched. Thus, much is lost; the influences that are certainly rained down upon "the little ones" in the schools from the Father in heaven are frittered away, misconceived, and dissipated; they meet the fate of the seed that fell by the wayside or on a rock.

The tendency is certainly towards making the work in the school-room operate upon implanted educative forces. The demand that character be the outcome of the teacher's work, while not universal is eventually to be. This is a technical expression not always clear to the teacher. It means that a cheerful obedience to the rule of right has become a settled purpose. It is really the reign of the spiritual nature. Gradually there is spreading the comprehension that the susceptibility the child has to education comes from the possession of a force that may be developed. The great masters in education studied the child—Rousseau, Pestalozzi, Fröbel. Of late years there has arisen a somewhat widespread attempt to study psychology. This is excellent because it eventually will be followed by a looking into the nature of the young being.

The founding of schools was once pleaded on economic reasons, but other reasons are beginning to prevail.

A newer style of teachers is coming into the field; the normal schools not only are bringing in better material, but everywhere a more highly cultivated class of men and women are undertaking the work of teaching. The old reign of terror is nearly over. A paper in Dakota headed the accounts of the state meeting of teachers with the startling head lines, "Wielders of the Birch"—this in no wise described those men and women. A convention of chemists might as well be termed "Believers in Ghosts." But the employment of this combination of words shows what a great departure has been made from the school-room methods of 1850.

While the publishers of educational journals may never obtain the credit they deserve for having attempted, like Moses, to lift a pillar of light above the advancing hosts in our school-rooms, yet to them there is a vast debt due, and in a moderate measure it is recognized. The recompense must lie greatly in this recognition, for certainly no one would enter into it with the hope of obtaining a pecuniary reward equal to the outlay of labor.

Opening School.

ONE SCHOOL.

Not many months ago, the writer walked to a school-house with the principal; the children were playing in the yard and in the room. As soon as he arrived, he seized a ruler and thumped the desk; then he seized a hand-bell and rang it at the door. The children came trooping in and there was a big bustle for five minutes. The teacher stood gazing frowningly on his audience; he thumped vigorously from time to time, on his desk. "Sit down there" (pointing). "Don't get out your books yet." "You take a long time to get still, it seems to me, this morning," were some of his greetings. "We'll, sing on—page." After singing, there was Scripture reading and the Lord's Prayer. "Now, take your books and study until the classes are called." Again there was bustle and noise, and again the desk was thumped. "I don't see why you are so noisy this morning; you can get to work quietly if you have a mind to."

ANOTHER SCHOOL.

A few days after another school was approached by its principal and the writer; it corresponded very well in numbers with the first one described; both were small village schools. The children were playing in the yard; those near the walk saluted the teacher with a smile and nod. Several were in the room, but at their desks in conversation or at work. A pupil appointed for the purpose was in charge; he glanced at the clock, and seeing it was time to begin school, took a hand-bell and rang it at the door; he then took a record book and marked the attendance. As the pupils came in they looked at the teacher and said, "Good-morning"; there was not an exception to this; they took their seats quietly; he sat on the platform composed and self-contained. The monitor at 9 o'clock touched a light call bell and took his seat. The principal rose and said: "Good morning, scholars;" they responded, "Good morning, sir." He then sat down. A young lady at the small organ began to play and a hymn was sung; the Scripture was read and the Lord's Prayer chanted.

This was done with some ceremony and there is need of it with children. They had been drilled so that it passed off easily and quietly. The impression was most favorable; there was friendliness and dignity in the teacher; there was purpose and self-restraint by the pupils.

The opening exercises should be like the first chapter in a book,—a prelude to what is coming, preparatory to what is to follow. The entrance of the pupils, the manner of the teacher, the mechanical nicety of the devotional exercises—that is, that they are prepared for them until they pass off nicely—the attitude of the pupils, the relevancy of the exercises to the work of the day,—all these are points to be considered. "Nothing is

too small to think of in educational work," is Froebel's motto.

Brevity.—It is a mistake to have long opening exercises, or a long speech by the teacher. Let him omit his own speech anyhow; he easily gets into the habit of talking and finally thinks something is wanting if he does not hear his own voice for awhile. Omit your long morning talk, teacher. Have the "selection" a short one, the hymn a short one.

Co-operation.—The pupils should do as much as possible, and the teacher as little; the same rule should apply as in the recitation—it is their school not his. Let a pupil play the organ, and read the "selection."

Oratory.—It is the custom with many teachers to ask a pupil to recite a poem, or "speak a piece," when the exercises are over. This is done because all are attentive and it seems as though something should be done before the school work begins.

Singing.—Others sing secular pieces preferring patriotic airs, spending, ten minutes. It is certain that music is a good preparation for the work of the day.

The Recitation.—The call bell strikes (lightly, remember) and the class march out in good order, and take their place on the recitation bench, and the work of the day begins. Here the principal has a pupil attend to the recitation—overlook it or lead it; if in reading, he assigns a paragraph to one to read. Meanwhile, the principal looks over the school, to see that all are busy, to remedy any difficulties, to give direction in a low voice. If all is in the right state he turns to the class.

"I hold, that a government has a right to require of a teacher as much as it requires of a medical man, viz.: that he or she prove himself or herself to be a qualified practitioner. It is of quite as much importance to the state that its children should not perish by ignorance, as it is that they should not perish by want of skill in therapeutics. Qualification, I take, in education to be of two sorts: 1. I think we may fairly require of a man that he prove himself to be no mere charlatan, no vendor of quack instruction. The educational quack ought to be put down, in the name of common-sense, as ruthlessly as we should suppress a medical who avowed that he could cure any disease by Holloway's pills. We can't prevent the world from taking Holloway's pills; we can't prevent a man from obtaining the *prestige* of a recognized practitioner, whose qualifications are such that he can seriously entertain a like proposition. But it is useless to say what we could do, if we have not the feeling of the nation with us, and therefore I deprecate any sudden legislation in this matter. But I think that we may fairly ask that, after a certain date—say after ten years—no one be allowed to practice as a schoolmaster *without a certificate of efficiency*. 2. I think we must recognize a *de facto* power of teaching, if the results, as tested by examination, are satisfactory. And, whilst I think we could hardly ask every schoolmaster to subject his school to periodical examination, I think we may legitimately demand that every school should pass, in a given number of years, a certain proportion of pupils at an examination of recognized standing. I would require of every schoolmaster the aforesaid minimum of qualification; and I would recognize, as qualified to teach, any one who, carrying on his profession under a probationary certificate, could yet prove, by the quality of his teaching, that he had the divine gift of imparting a knowledge which he could not formulate in his own examination. This may be a hypothetical case, but I would provide for it, since the provision could do no harm. It might enable a man who had power over boys, with the aid of teachers superior to himself, to produce beneficial results. On the other hand, I would, as aforesaid, withdraw the certificate from any man, however personally qualified, who showed a lack of the practical powers of teaching by a failure in the above requirements. These are requirements which, if not too hastily pressed, would, I think, carry with them the verdict of popular approval. But these are steps in the future."—Brooke Lambert.

The School Room.

SEPT. 9.—PEOPLE AND DOING.

SEPT. 16.—LANGUAGE, THINGS, AND ETHICS.

SEPT. 23.—NUMBERS, SELF, AND EARTH.

School-Room Outlines for 1893-4.

During the ten months, from Sept. '93, to June, '94, the eight departments named below will be divided in ten sections each; one section will be discussed each month. In this way (1) readers will know what is coming beforehand; (2) the usual miscellaneousness of the educational paper will be avoided. On the subject named (for instance, "Heat" under Things, or "Courtesy" under Ethics) let readers send in suggestions or short articles. The general treatment will be of two kinds—General and Subsidiary.

Numbers.—The 4 Rules, Fractions, Tables, Decimals, Percentage, Interest and Commission, Analysis, Proportions, Involution and Evolution, Mensuration.

Language.—Reading. First Reader, Second Reader, Third Reader, Fourth Reader. Classifying words, ditto sentences, relation of words, selection of words. Figures.

Doing.—Drawing and Penning through the ten months.

People.—Before Christ. First five centuries, second five centuries, third five centuries, 15th century, 16th century, 17th century, 18th century, 19th century, America.

Things.—Properties of matter. Gravity, Light, Heat, Electricity, Metals, Oxygen, Hydrogen, Carbon, Water.

Earth.—The globe, three lessons, North America, South America, Europe, Asia, Africa. The state lived in, two lessons.

Self.—The Body. The Bones, Organs, Health, Air, Mind, Habits, Manner, Physical Improvement, two lessons.

Ethics.—Charity, Kindness, Justice, Courtesy, Self-Cultivation, the Family Duties, School Duties, Patriotism, Reverence, Moral Growth.

Subsidiary Subjects.—Botany, Mineralogy, Zoölogy, Homeology, Knifework, Modeling, Stick-Laying, Cardboard Work, Paper Cutting, Spelling, Grammar, Language, Development, Calisthenics, Number Devices, Number Applications, Anecdotes of Persons, Devices in History, Out-Door Geography, Use of Camera and Stereopticon, Primary Physics, Use of Myths and Stories, Moral Lessons on School Incidents, etc., etc., etc.

Lessons in History. II.

THE FIRST FIVE CENTURIES, A. C.

The entire period from the earliest history to the fall of Rome, 476 A. C., has the same great characteristics, the struggle of some nation for the time for supremacy. In turn, the Egyptians, the Chaldeans, the Assyrians, the Persians, and the Romans conquered and consolidated, until an immense empire was constructed. In turn, each fell to pieces and became portions of another empire, and this in turn went through the same course. The last and most powerful combination was the Roman. By the time it was ready for dissolution, the peoples that had made a part of it had acquired enough civilization to be able to form their own governments.



ROMAN EMPIRE A. D. 100.

This long period from 4000 B. C. to 476 A. C., has the same characteristics and is thus the period of ancient history; it is broken by a momentous event that occurred about five centuries before this period closed, the birth of Christ.

The object of these articles is to display the method of teaching history. The work of learning history will require several years; if rightly taught the mass of materials will be gathered into such form as to be understood.

The map should be copied on a sheet of manila paper 3 by 4 feet and kept before the class.

1. The teacher should give the history of Rome, its founding, the republic, &c., the campaigns of Caesar, his assassination and the formation of the empire with Augustus at the head. During his reign Christ was born. The next emperor was Tiberius,—in the 19th year of his reign Christ was crucified. This will be the general statement.

2. Next will come the great events of the 476 years. It will not be best to attempt to learn the names of the emperors. These are the main points: (1) Conquest of Britain; (2) Dividing an East and a West empire; (3) Constantine, removal of capital to Byzantine (now called Constantinople); (4) Spread of Christianity, (5) persecutions; (6) tolerations; (7) Constantine the Great; (8) the Goths, Alaric; (9) Capture of Rome (410); (10) movements of the Vandals, Goths, and Franks; (11) the Huns, Attila; (12) Capture of Rome (455); (13) Odoacer made king; (14) Roman civilization art, &c.; (15) do laws; (16) religion; (17) Rome—the city; (18) customs of the people; (19) the great men; writers, &c.; (20) the struggles of the people; changes; deterioration.

3. The growth of other nations, especially in Eastern Europe; the Teutons and the spread of Christianity among them.

4. What the breaking up of the Roman empire left. It shifted the civilization from the south of Europe to the north. The Teutonic branch of the Aryan family that had been under the heel of Rome, now becomes a power of itself and gradually outstrips the Græco-Italian branch.

TOPICS.

A number of topics should be assigned to the class, for instance, Julius Caesar. The pupil who has this topic will read upon it and when called on stand and talk for two or three minutes. It is a good plan to have each topic nicely written out; it compels study and fixes facts in the memory. The general plan will be a talk of three minutes, not over, by the teacher, with the map before the class, on some one of the 20 topics—as this is supposed to take a month. The teacher's topics will be the *great* features,—such as the "Conquest of Britain" (see No. 1 above). The pupil's topics will be the lesser features which will be woven in to the narrative. The idea must be to reproduce those times and to understand them.

PICTURES.

There should be a scrap-book and pictures illustrating the buildings, arts, &c., should be gathered. The "Labarum" is given to show what is meant.

The Labarum is the standard borne by the Roman armies after the vision of the cross reported by Constantine to have been seen by him in the sky above the sun while marching against Maxentius; it had the words *in hoc signo vinces* (by this sign conquer). The historians say that in a vision the following night he was commanded to make a standard for use in the army expressing the same thought;

this was the origin of the Labarum displayed by the Christian emperor for several centuries, and since employed in church banners. The mystic X is the initial of the Greek word for Christ and is a cross also.



LABARUM.

In the heart of a seed
Buried deep, so deep,
A deer little plant
Lay fast asleep.
"Wake!" said the sunshine
"And creep to the light,"
"Wake!" said the voice
Of the raindrop bright.
The little plant heard,
And it rose to see
What the wonderful
Outside world might be.

—The New Education.

National Flowers.

THEIR MYTHS AND SUPERSTITIONS.

By LIZZIE M. HADLEY.

The golden-rod, about which so much is said by those who want it for a national flower, in the folk-lore of England, is said to possess the power to point to hidden springs and to treasures of gold concealed within the earth.

There is a pretty legend belonging to this flower that I heard when a child, but which I have never been able to find in print. The golden-rod, says the story, was once a stately elm, beneath whose spreading branches a hundred men might ride. It chanced that one summer's evening, the fairies, who had been dancing in the meadow, were overtaken by a terrible storm of wind and rain. It came so suddenly that all must have perished but for the friendly elm, who wrapped each frightened, shivering fairy in a green leaf and thus sheltered them until the storm was over.

The grateful fairies, in order to repay the tree, changed its trunk and branches to beryl and its leaves to gold.

But alas! for the poor tree. Its value was no sooner known than it was besieged day and night; pelted with stones and clubs to get the wonderful leaves, and when these were gone, men broke off the beautiful twigs and branches, until, when the fairies once more danced on the green, there was only the naked trunk remaining. Indignant at this treatment, the fairy-queen touched it with her wand and from a stately tree it became a field flower. Its beryl trunk changed to an ordinary green stem, and its golden leaves were transformed into the yellow flowers it still bears. Now, although no longer sought by mortals, it became the fairies' cherished plant, and still, wherever you see the "fairies' elm," as it is sometimes called, you may know that the "wee folks" are not far away and that on moonlight nights they will dance in its shadow.

Many plants were once thought to belong exclusively to fairies, particularly the four-leaved clover, which was said to be found only in places frequented by them, and he who discovered one was sure to gain wealth and honor. A curious old writer tells us that, "if a man walking in the fields finds any four-leaved grass, he shall in a small while after find some good thing." From its cross-like form it was supposed to possess wonderful healing properties, and whoever wore it would be able to detect evil spirits.

The five-leaved clover, though sometimes found, is very rare, and was looked upon as a certain passport to fairy favor, and the holder might even be admitted to the fairy-court.

Nothing can be dearer to the Celtic heart than the three-leaved clover or trefoil.

The story of its adoption as a national emblem is that when St. Patrick was preaching to the Irish, they doubted the doctrine of the Trinity, and breaking a leaf from the trefoil, he showed them that here was a leaf exemplifying the divine mystery of three in one.

The term "Shamrock" has been applied both to the wood-sorrel and the white-clover, but the latter is now generally recognized as the Irish emblem. Pliny tells us that serpents are never seen upon the trefoil, and, as St. Patrick is said to have banished them from Ireland, no more fitting symbol than the trefoil could be found.

I think few card-players know that the clover-leaf is the *club* of a pack of cards; clover being a corruption of *clava*, a club.

A curious story respecting the adoption of the thistle as the national flower of Scotland is something as follows: Once, as a band of warlike Danes were creeping toward a Scottish camp, hoping to surprise them, one of the soldiers set his bare foot on a thistle and this caused him to utter a sharp cry that warned the Scotch of the approach of an enemy, and they at once fell upon the Danes, driving them away with terrible slaughter. From that time the thistle became the insignia of Scotland. One of the popular superstitions concerning the thistle is, that when there is no wind and the down flies off, it is a sign of rain. In Scandinavia the thistle was sacred to Thor and was thought to possess magical properties. There is a "Lady's Thistle," dedicated to the Virgin. This has white spots upon its leaves which are believed to counteract the effects of poison. There is also a Blessed Thistle, supposed to be a remedy for the jaundice. Among other curious thistles there is one, said to grow upon the plains of Tartary, called the "Wind-witch." This sometimes grows to an immense size, and in the autumn the stem rots off, the head and branches dry to a ball, which races over the plains or rises high in the air driven about by the autumn winds. Sometimes several of these become locked together, and go hopping and springing along faster than any horseman can ride.

The story of the Red Rose of Lancaster and the White Rose of York, in the wars of the roses is familiar to every student of English history.

The white rose was considered an emblem of the house of Stuart, and the Tenth of June, the birthday of the Pretender, was styled White Rose Day. The Tudors, also, adopted the rose as

their flower. Among the many legends attached to this flower is one that tells us that when the crown of thorns fell from the Saviour's head it blossomed into roses. Another, says that once when a holy maiden had been doomed to die by fire, she prayed that the Lord would help her, and He, knowing her innocence, transformed the *burning* brands to red, and the unkindled ones to white roses. The Turks attribute the color of the red rose to the blood of Mohammed.

One of the prettiest legends relating to the white rose says that after Eve had been driven from Paradise, as she was mourning over the barren earth, now being covered with falling snow, an angel who had been sent to console her caught one of the flakes, breathed upon it, and it fell to the ground a lovely rose.

Concerning the fleur-de-lis in the arms of France, the name is said by some to be a corruption of Flowers-de-Louis, supposed to be derived from Louis VII., A. D., 1137, who charged the escutcheon of France with these flowers. Another legend says that after a battle once fought by the Crusaders, their white banner was found to be covered with this flower.

In ancient times, the fleur-de-lis was sacred to the Virgin, and an old writer tells us that there was once an ignorant knight who could only remember the words Ave Maria, in the prayer to the Virgin. But, though ignorant, he was a very good man, and these words were always upon his lips. At last he died and was buried in the chapel yard near the convent, and not long after, from his grave sprang a fleur-de-lis, which bore upon its petals the words of his prayer, in letters of gold.

The curious monks opened the grave and found that the roots of the plant rested upon the good knight's lips.

These are but a few of the myths that time has crystallized around what may be called national flowers, but perhaps these are enough to show the curious beliefs of those early nations.

Lessons in Penning.

Good paper must be selected. The pupils frequently bring soft, cheap paper; they cannot become good writers on it. A good way is to buy a ream of good paper and sell it out at cost as needed; let a pupil have charge of the paper; let them know the cost, and how many sheet go for a cent. Use wooden holders; don't have stiff pens. Remember these two rules. Put away all metal holders.

The holder must be held very loosely; all tight holding of the pen is ruinous; let the first lessons be in holding the pen. Here is a good rule: The pen must be held so as almost to drop from the fingers when it does not touch the paper.

There should be a special set of signals, made either (1) by the call bell, (2) by naming numbers, (3) by taps of a pencil. Drill the pupils on these until the movements are made together. For example: No. 1, sit in position. No. 2, distributors rise. No. 3, move forward and get books and distribute—one distributor for each row of desks. No. 4, position for writing. No. 5, take pen. No. 6, hold it up three inches from desk—correctly. No. 7, take ink and begin writing. When the exercise is to be finished No. 8 is given. No. 9, blotter used. No. 10, close book and put at side of desk. No. 11, sit in position. No. 12, distributors rise. No. 13, gather books and put away.

As said above, all these must be drilled upon until they are done neatly and with precision. A good place to keep the books is on a shelf under the teacher's table; by passing along the first distributor leaves one, the next puts his bundle just beside it, and so of the next. When taken up the distributor turns the bundle over and lays the first one on the first desk, and so on. In taking them up the one on the back desk is taken up by taking hold of it with both hands, one hand on one end the other on the other; he moves to the next desk and places this on the book there, and at the same time lifts both books, moves to the next desk, places the two books on the third and lifts all three, and so on. If a pupil is absent distribute his book as usual.

FIRST LESSON.

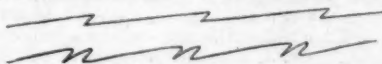
Every pupil should have his exercise paper in his book or on his desk. The teacher should have a clear idea of just what exercise is to be given and take that up. (Some stop and hem and haw and say, "Well, I guess you may do this to-day.") Stepping briskly and comprehendingly to the blackboard the teacher writes this neatly, and says: "Begin at the top; see that they



are ovals; go around three times; make light lines; no scratching; hold pens lightly; sit properly." He may count 1 (for first down stroke), 2 (for second), 3 (for third). Then he walks about and comments loud enough to be heard by all—but not too loud—don't be a noisy teacher; "Here is some good work." "Ah, Jane, you are pinching the pen; you cannot write well when you pinch the pen—that's better." "Quite an improvement, Henry." "Light lines, light lines." "I hear some one scratching his pen;

a bad sign; the pen should go as if dipped in oil," etc. To say the right thing in short sentences is no small art. A right word in one corner of the room said loud enough will be valuable to one in the other corner.

Five minutes spent on that exercise is enough. Then the teacher is back to the blackboard; he taps on it. Now this exercise: He gives the first, and says: "Glide over the paper on



your little finger; a light line; each down stroke at equal distances—a half inch." He counts 1, 2, 1, 2, etc. Then he starts on his round at another part of the room, and comments and counts. "Not a smooth line, hold the pen lightly; rest on the muscle of your arm (takes a geography and exemplifies); glide over the paper smooth and light."

Allowing five minutes, he says, "You can do more of this at home." Now take the second line, he counts 1, 2, 3, 4, 1, 2, 3, 4, etc. He allows five minutes to exercise on this as he goes on his rounds, and says, "The word in your books is 'Ammon'" and

1 S Ammon

writes it. "Write it on your exercise paper ten times; keep all the letters at equal distances, of the same height, with a light line." Then he starts on his round. "Pretty well, Henry; first *m* is the best; practice on the capital stem; bring the curve up half way." "George, your two *m*'s are not alike." "Look out and close the *n* with a nice up stroke, and end off as though you were going to make another letter. That is a good deal better."

"Let us put that in the book now. It is not so good as you will write, so only put in three lines, and bye and bye we will come back and put in some more."

"What was the word we had last Thursday?" (move-

movements

ments.) "Right; let us try that again. (He puts it on the board.) You know we practiced on that first capital stem in *F* a good deal. Write it ten times. You have improved, certainly. William has some good *s*'s, but the first *e* is not good yet; now put in one line on last Thursday's page, and see if you have improved."

While this is being done Mary may write the word on the blackboard twice; so may Henry, Thomas, and George. "Are there any who wish to compete? Yes; Sarah and Alice. Try it at the board. Well, who thinks Alice's the best, on the whole? 14. How many prefer Sarah's? 18. Well, they have done well. The distances are not equal in Sarah's, but the form of her letters is better." He touches the bell once and all stop; again, and all blot; again, and all close books; again, and all sit erect; again, and the distributors rise; again, and they gather books.

If this has been properly done it has been a pleasing exercise. It is supposed there are eight lessons given each month; two each week.

SECOND LESSON.

m m m m m
memnonium

This will consist of an exercise and a word. Then there will be writing of words given out some days previously, as shown above.

THIRD LESSON.

w w w w w
3 M Manning

This will consist of an exercise and a word also.

FOURTH LESSON.

t t t t t t t t t
4 T Triumph

Comments and suggestions of an ingenious character will be needed.

FIFTH LESSON.

l l l l l h h l l l l
5 F Fractional

SIXTH LESSON.

m m m m m
6 G Grammar

SEVENTH LESSON.

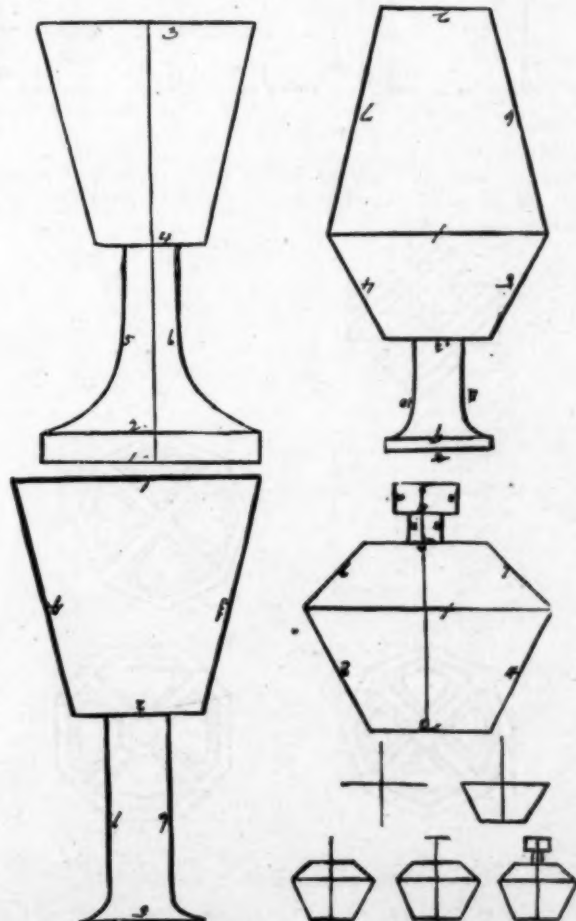
a a a a a a a a a
7 S Sojourning

EIGHTH LESSON.

d d d d t t t t t
8 L Lawrence

Lessons in Drawing. II.

There will be three parts in this series; each will propose lessons in copying, drawing (proper), and designing. Drawing will be confined to representation of objects on paper. Very simple objects, such as any teacher may find, will be chosen. It will be supposed that eight lessons will be given each month, two each week.



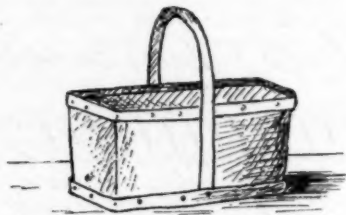
COPYING.

The teacher will either draw this on the blackboard or make cuts from *hectograph*—this may be the best way. (Cuts may be procured of the publishers.)

The teacher points out that the line 1 is to be drawn first; from the middle of this a line erected twice the length of 1; across the top of this a line the same as 1; half-way 4 is half of 1.

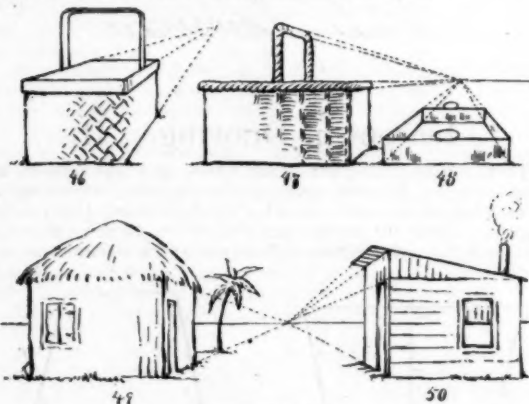
It is most important that the pupil selects some line as the *measure and proportions all the rest to this*. Let one pupil make 1 two inches long; another $2\frac{1}{2}$ inches, etc.

For other lessons in copying these may be given. If these are not given care must be taken not to select difficult subjects for copying.



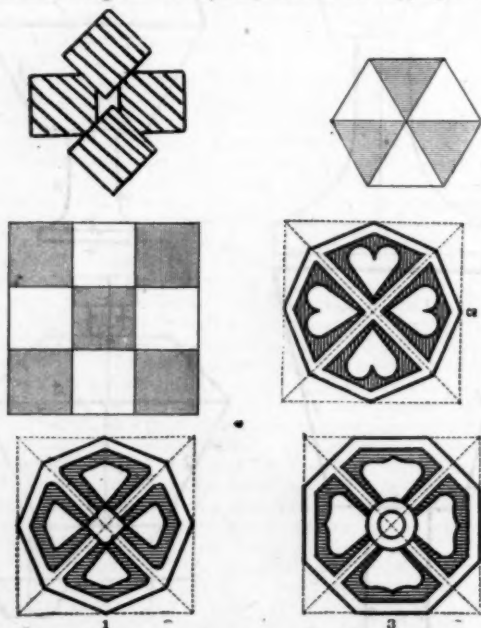
DRAWING.

A common basket may be used as an object; it is rather difficult, but many will like it and will try it at home. From one point of view it will look like this. Here the teacher may say something about *perspective*; not much. The other five cuts are given to show him how he may illustrate his ideas.



DESIGNING.

The girls will take up designing more readily than the boys; some of them have worked designs with their needles. Very simple ones are given. They may be used for copying also.



Let each pupil make a design of his own. The editors will be pleased to examine the best made at any time.

Now may be the teacher will feel that she cannot teach drawing; she knows she can teach arithmetic, but she feels unable to teach drawing. To all such it may truthfully be said, if you can teach one thing, arithmetic, for example, you can teach another, possibly you are not really teaching arithmetic. Let every one take courage. These lessons are on a new plan, and are for those who feel timid about teaching; if you do not know how to draw, never mind; take pencil and paper and say, "I do not know how to draw myself, but that is the case with many who teach; I am going to learn. Come, let us learn to draw. Probably your drawing will be better than mine, but I shall not be deterred by that."

Draw, and talk the drawings over; draw out of school and soon you will be very happy in your work.

Designing for Busy Work. II.

By a BROOKLYN TEACHER.

Conventionalizing is not so popular as it once was, and yet a passing attention to it by the pupil is educative in many ways. It trains wonderfully in the perception of shapes, and leads to observation of the form structure upon which objects are built. It introduces to a long chapter in the history of art, and may be used to make that history interesting. As "busy work" it occupies the mind in various ways.



The suggestion of this article is to reverse the order in the decorative process before described. Let the pupil ornament the center of his box lid or produce the center-piece of his design, first drawing in natural outline (or painting, or outlining for embroidery), and then reduce his study to conventional form and repeat for a border. The border may be reduced in size to go around the top of the lid (if the object be a box) or increased to run around the sides. Other adaptations may be made to suit different objects. Little corner pieces may be added. They may be a miniature of the centerpiece or a conventionalized unit from the border. Suggestions for arrangement, size of parts, and variety of application as well as choice of subject should be made by pupils.

There are articles which the pupils may desire to decorate to which geometric designs are more appropriate. For such we offer the following suggestions by Miss Sarah E. Scales:

Design.—Units of design are easily folded, and with them a great variety of designs, borders, and ornaments can be made.

Kite form.—Take one or two inch square, fold on one diagonal, open, place in front of you, take corners opposite diagonal, and fold to it, creasing obliquely from the bottom. This gives a pretty unit. Let the child take six or eight of these after he has folded them, and arrange to suit himself, a border or star form.

For Silent Occupation.

Among the quiet and instructive games that may be used in grammar schools for silent work or to induce ordinary quiet during a rainy recess, the game of anagrams will be found useful. Having explained the game, present the column of words given below and tell the class that you have some interesting anagrams from these words to show them when they have done their best. At the close of the game write the anagrams opposite their respective words. This will induce an interest that will make the game popular among intelligent pupils for some time to come.

Astronomers,
Elegant,
Impatient,
Masquerade,
Matrimony,
Melodrama,
Midshipman,
Parishioners,
Parliament,
Penitentiary,
Presbyterian,
Radical Reform,
Revolution,
Sir Robert Peel,
Sweetheart,
Telegraph,

No more stars.
Neat leg.
Time in a pet.
Queer as mad.
Into my arm.
Made moral.
Mind his map.
I hire parsons.
Partial men.
Nay, I repent.
Best in prayer.
Rare mad frolic.
To love ruin.
Terrible poser.
There we sat.
Great help.

Supplementary.

What the Months Bring.

A Thanksgiving Exercise.

By LETTIE STERLING.

REQUIREMENTS.

Twelve girls. Twelve rocking-chairs. Twelve white muslin tidies.
The tidies should be securely fastened in place but arranged so that the children can turn them easily. Each tidy should bear on one side the name of a month; on the other, one of the letters in "Thanksgiving." When the curtain rises, the chairs should stand in a horizontal row in this order—December, January, February, March, April, May, June, July, August, September, October, November. November's chair should be unoccupied; the rest should contain *sleeping* girls, their positions such that the words on the tidies are in plain view. The letters and months could be printed upon the tidies with large colored pencils.

(Enter November.)

I wander up and down the earth
For several nights and days,
And then, like all my sisters here,
I fall in sleepy ways.

We each one sleep eleven months
And when we quickly wake,
We find that in this busy world
A useful place we take.

Within my run of thirty days,
A festival appears
That brings rejoicing to the heart
And drives away the tears.

'Tis called Thanksgiving. On that day,
Souls filled with gratitude
Should pour their joyous, gladsome lays
For clothing, shelter, food.

As memory is sometimes weak,
And sometimes wholly fails,
I'll rouse my sisters from their naps
And let them tell their tales.

And as they all, in turn, recite
The good which they have wrought,
Each heart will bound with greater joy.
And be with praises fraught.

(November goes to December's chair, gently shakes her until she awakes, and then whispers something in her ear. December rouses herself, comes forward and recites:)

I scarce can bring my sleepy thoughts
Into a talking frame,
And then it seems like boasting, too,
My own good deeds to name.
But just to please November's whim,
And help her festal day,
I'll mention just a bit I brought
And scattered 'long my way.

I came when chimes of Christmas bells
Were in the distance heard.
I Christmas preparations brought
And Christmas' peaceful word.
The Christmas presents, Christmas feasts,
The Christmas revelry,
The joy of giving love's own gifts,
All these were brought by me.

(December remains in her place while January is aroused, comes forward and recites.)

I think November's notion queer,
But still I like to please,
Although I cannot call my thoughts
From out my dreams with ease.

I think I brought the earth folks snow
That they might use the sleigh,
And bridged their streams with glistening ice
To make the skaters gay.

The merry jingle of the bells,
The coasters' joyful shout,
Were 'mong the pleasant things I heard
Before my time was out.

(January stands beside December while February rouses herself and recites.)

I'm 'most too sleepy now to think,
But if my memory's right,
I brought long evenings to your homes

And filled them with delight.
I made your love of country warm
With thoughts of Washington;
I let love's missives celebrate
The good that love hath done.

(February stands with January and December to sing.)

Tune: "Kind Words Can Never Die."

Winter's a pleasant time,
To it we cling,
Telling the many charms
Winter doth bring.
When, on Thanksgiving Day,
Gladness is holding sway,
Tribute to winter pay
In praise you sing.

Winter's the time when come
Evenings so long.
Then all the fireside joys
Men may prolong.
Earth is a pleasing sight
Clothed in its dress of white,
Winter indeed has right
To praising song.

(Winter months sit down, and March being awakened recites.)

I'm glad to be awake to-day
And have a chance to tell
That, though I often scold the earth,
I always wish her well.
Just what reformers are to men
I am to every year.
And so the good I always do
Does not at first appear.

(March remains standing while April recites.)

I wished to pout when first aroused,
But now I'm glad to show
What I can do to bless your lives
While on my way I go.

They say that every little helps
And little deeds are mine;
I make the tender woodland plants
With tender blossoms shine.

My gentle showers, though short and small,
Have power to stir the earth;
They make the roots and branches feel
Like laughing out with mirth.

(April stands with March while November calls May and asks her to recite.)

'Tis strange to wake when flowers are gone
And bees have ceased to hum,
But in my own obliging way
I gladly to you come.

I bid you think of blooming trees
That were of fruit a pledge,
Of greenness crowding every field,
And blossoms, every hedge.

Of gardens with their early yield,
Of birds with floods of song.
Remember on Thanksgiving day
That these to May belong.

(May joins with March and April to sing the spring song.)

Tune: "Coming Through the Rye."

We three tender little sisters
Love the gentle spring;
Of its kindness, of its beauty,
We could ever sing.
O, it gives the earth a freshness
Nothing else can bring;
Tiny, fairy, dainty, airy,
Bonny, bonny spring.

Let your thoughts, ye earthly people,
Slowly wander back
To the joys that every springtime
Leaves about your track.
Often hath its loving kindness
Made your heart-songs ring;
Then remember at Thanksgiving
Bonny, bonny spring.

(The spring months take seats. June awakes and says.)

Am I awake this autumn day?
The sunshine pale and faint,
The fields of brown, the leafless trees,
The sighing winds seem quaint.

They say Thanksgiving's coming soon :
Well, men may make it bright
By thinking of the " perfect days "
Filled with my bloom and light.

The berries, juicy, red, and cool,
Were gifts I offered you ;
The breeze with which I fanned your brow
O'er fragrant roses blew.

And many boys and girls rejoiced
To hear my velvet tread,
Because they knew my balmy hours
To glad vacation led.

(She stands during July's speech.)

No bangs, no roars, no powder smoke ?
Well, really this is queer.
Thanksgiving is more quiet than
My holiday, I fear.

But still my grand and famous Fourth
Will brightness 'round it throw,
When gratitude for native land
Shall make the heart aglow.

Men of a land, broad, thriving, rich,
Proud of your liberty,
Remember that I brought the day
That first declared you free.

Be grateful for the freedom now
By actions brave and true,
Be grateful for the sweet success
Of struggles you've been through.

Be grateful for prosperity—
North, South, and East and West ;
Be grateful that the Father's hand
Hath all your labors blest.

And when Thanksgiving really comes
And every home is gay,
Remember as you blessings name
My Independence day.

(July stands with June to wait for August.)

I feel so sleepy and so dull,
My thoughts are hazy now.
Where is the scent of new-mown hay,
And where the fruit-filled bough ?

Where is the field of gleaming grain
Made pretty by the breeze ?
Where is the streaming golden light,
The shadow 'neath the trees ?

Where is the richness that I left,
The beauty and the bloom ?
I really never thought the earth
Could be so full of gloom.

But as Thanksgiving day draws nigh,
Your thoughts may bring you cheer.
By dwelling on the fulness sweet
That August brought this year.

(June, July, and August sing the summer song.)

Tune : " Aunt Dinah's Quilting Party."

O, we love the time of summer,
When the blossoms throng the way,
When a blessed fulness crowdeth, crowdeth,
And the creature's life is gay.

In the summer, life is sweet,
In the summer, life is sweet.
Then remember on Thanksgiving morning,
That in summer life is sweet.

Summer warmth sets all things growing,
And the growing gives men food,
And the wealth of fruit that summer bringeth
Well deserves men's gratitude.

In the summer, etc.

(The summer months sit down; September is awakened, arises, and recites.)

Ah, yes, I hear the schoolbells ring
Their old familiar tune ;
They're telling youth to come and take
This life's most precious boon.

I open wide the schools each year
When I to duties wake,
Bid children walk in wisdom's ways
And tastes of knowledge take.

Then while you're thankful for the grain,
And fruit and flowers I gave.
Remember 'twas my greatest work
From ignorance to save.

For education is the gift,
That men should dearest prize,
Because it makes a nation great
In other nations' eyes.

(September waits for October's recitation.)

I was just nicely settled,
And getting in a doze,
When came November's summons,
Disturbing my repose.

My visit was so recent,
That all must know full well
The many, many bounties
That from my fingers fell.

My fruit was in the orchard,
My fruit was on the vine,
And with a brilliant beauty
I made the woodlands shine.

Chrysanthemum's sweet blossoms,
And nuts that rattled down
Were also 'mong the presents
I left in every town.

(November stands with September and October to sing about autumn.)

Tune : " There's Music In the Air."

There's gladness in men's bosoms
When the autumn days appear ;
For they in autumn gather
What they've planted through the year.

See the sheaves of golden grain,
On the hillside and the plain !
Fruits on trees and on the vine,
Make the happy eyes to shine.

We love the autumn hours,
Happily they onward flow,
The sunbeams fall so softly,
And the hardy blossoms glow.
From the handsome, shining trees,
Carpets fall with every breeze.
Men, rejoice, rejoice, we say,
Over every autumn day.

(September and October are seated. November recites.)

I know, with me, you wish to thank
The sisters good and kind,
Who have so many, many joys
Brought clearly to your mind.

I know that everyone must feel,
How richly he's been blest,
I know that songs of gratitude
Are filling every breast.

So after they have joined with me,
To sing a parting lay,
They'll hasten quickly to the rest
They've left so long to-day.

(At the close of November's recitation, the twelve months pass back of the chairs, and while they sing each one turns the tidy on the chair in front so the audience see the word THANKSGIVING.)

Tune : " Vive L'Amour."

Soon will this country a holiday see,
Happy Thanksgiving Day,
Then in each state what rejoicing there'll be,
Happy Thanksgiving Day.

Chorus.—Gratitude, gratitude, gratitude reigns ;
Gratitude, gratitude, gratitude reigns ;
Gratitude reigns, gratitude reigns,
Happy Thanksgiving Day.

Yes, there'll be gladness wherever friends meet,
Happy Thanksgiving Day,
Tables will hold all that's dainty and sweet,
Happy Thanksgiving Day.

O, 'tis a festival full of true joy,
Happy Thanksgiving Day,
Rendering praises men's powers employ,
Happy Thanksgiving Day.

(After the song, the eleven months go again to their chairs and fall asleep. November softly goes out.)

Editorial Notes.

The "Souvenir Manual" of the Minnesota educational exhibit at the World's fair is unique; nearly everything educational in Minnesota is portrayed by photographic process. The first cut represents state Supt. David L. Kiehle in his office, the next a typical country school, the next a typical village school. Some of the buildings are truly magnificent. The state of Minnesota has much to be proud of; her educational interests are in excellent hands. Supt. Kiehle is a trained school man of liberal and practical views, of generous humanitarian sympathies, of broad Christian philanthropies; his aim is to use every means to render the next generation a better one than this is.

The personal friends of Mr. T. F. Donnelly write that numerous letters have come to him during his sickness, and he desires to thank his friends everywhere for their appreciation and kindness. He is a man who values his friends. He thinks the restful quiet of Babylon, Long Island, and the pure sea air will give him complete recovery. So we hope.

Labor Day was celebrated in Canajoharie, N. Y., by the dedication of a \$30,000 school building, and the village was in holiday attire. Miss Susan B. Anthony, the woman's rights advocate, taught this school about fifty years ago. Ex-Senator James Arkell, who presided at the public meeting, referring to this said: "She has become about as good a man as any of us." State Superintendent of Public Instruction Crooker was represented by Thomas Finnegan and the regents by Prof. C. W. Scudder and Prof. Wheelock, who made addresses.

We have always supposed that neither storm nor rain could keep the women of New London, Conn., away from the polls in an election for members of the board of education and should not have been as much surprised to hear that they demanded to vote at least twice a day as we were when informed that they refuse to register their names preparatory to the exercise of the right of suffrage. Wonder what reason they have. They certainly do not regard the board of education as too unimportant a body. We should like to hear an explanation of New London teachers who know.

Hon. Chas. R. Skinner delivered a strong address at Chataqua, August 10, on the "Place of the Press in Public Education." He says:

"The ideal press of the future may have place in public education as a wise and faithful critic. Fabulous sums of money are expended in the state and nation each year for public education. Would it not be the place of the press to help make that money bring the largest permanent returns? Put the search light of an intelligent honest press on the practice and methods of expending the people's money for educational purposes, and good must result. There is alike wasteful prodigality and stifling parsimony. Let the press see that neither have place—that needed improvements are not neglected, that experienced teachers are employed, and that unnecessary expenditures are not incurred."

Mr. Skinner has broad educational ideas; he would have the press understand and aid the progress of education.

The state of Vermont has begun to employ superintendents of schools in its cities. This is following the Massachusetts plan. Once the "school committee" in Massachusetts thought they knew enough to superintend, but they have surrendered. Now Vermont has begun to follow the same plan. Mr. Edward J. Colcord has been chosen for Rutland; salary, \$1,500. In Massachusetts the law provides that any town or clump of towns, whose grand list does not exceed a certain sum, can employ a superintendent at a salary of \$1,500 or more. Of this amount the state pays \$1,250 and the town or clump of towns the balance. The law has attracted several Vermont teachers and educators to Massachusetts. For instance, E. W. Howe, formerly principal of the Bennington high school and county supervisor, is now superintendent of schools for Brookfield and North Brookfield. B. C. Day, who was principal of the schools of Craftsbury, is superintendent of schools for East, South, and West Hampton. Miss Mary L. Poland, who taught in the high school at Brattleboro, is now superintendent for a clump of towns composed of Wilbraham, Ludlow, Long Meadow, and Hampden. There are 80 towns in Massachusetts where the superintendent of schools acts also as principal of the high school.

In some mountainous and inhospitable regions of New York, the most important vacation of the public schools occurs in winter time and continues from January to April, because at that season snows are so deep, and storms so frequent, that most children are unable to make their way to school. The summer vacation is short, but the hardship of attending and teaching school in summer time is not great, as the summers of those regions are, for the most part delightfully cool.



The Manual Training Schools. II.

(Conclusion of letter begun in issue of Aug. 19.)

The exhibit of the Workingman's school of New York city has an individuality about it which is characteristic of the institution itself. The lines of work shown indicate, first, a bold branching out into new fields of research; second, an effort practically to solve the question of manual training for very little folks. Evidently the Felix Adler school most strenuously objects to the misnomer "American Manual Training," as appropriated solely to the high school stage of the course.

The Workingman's school was founded fifteen years ago by the Society of Ethical Culture of New York. It began at that time as a free kindergarten for poor children of the tenement house districts. In two years a number of its pupils were ready to leave the kindergarten. The question here propounded itself—shall these children now be consigned to the city public schools, or can they be further schooled agreeably to the philosophy of the kindergarten? Adoption of the former course would mean the abrupt abandonment of a high ideal. The alternative involved entry into a difficult and almost untried educational problem. The latter, however, was chosen. The present Workingman's school is its outcome. Kindergarten principles govern all the work, the method of course adapting itself to the grade. The scope of the school on a scholastic basis is parallel with the ordinary public school, having a normal kindergarten department added. Most of the studies of the course are entered into by *all* classes, the age question deciding not the *arbitrary* division of study but its *degree* only.*

Both sexes study together the same studies in the same rooms. A departure is made in the later manual training, the girls taking sewing, the boys woodwork.

The name of the institution is misleading. It is in no sense a trade school. It has outgrown, too, its special reference to children of the poor, those of the well-to-do classes now attending also. This aspect of democracy is perhaps the capstone added to a successful institution.

The Jewish training school of Chicago, is in many respects, an after type of the Workingman's school of New York. The same principles govern its processes, and its organization is very similar. Prof. Bamburger, its director, was among the earliest in this country to turn manual training theory into practice. The noted Rabbi Hirsch is a strong patron of this institution.

Prof. Bamburger is an advocate of primary and grammar manual training. He seeks the child's natural bent. "No child is created useless." He deplores the existence of schools where the children are known by numbers, as prisoners are in the penitentiary; where the "whispering record," the "tardy record," etc., largely represent the teacher's occupation.

"The social relation between teacher and pupil is a thing of value. Fear is a too frequent substitute for devotion. The value of the homily is doubtful. . . . The presence of the beautiful creates a desire for the beautiful."

The school has a large exhibit of children's work in the Liberal Arts Gallery, south.

THE PRATT INSTITUTE

occupies the largest space in the gallery assigned to any one institution.

It was founded by Charles Pratt in 1837. It has a liberal endowment and the tuition charge is nominal. Instruction is given to both sexes in day and evening classes.

The scope of the institute is fourfold:

1. Educational, pure and simple, pointing toward the harmonious development of the faculties.
2. Normal: the ultimate aim being to prepare the student as a teacher.
3. Technical or special training in the various branches of industrial and domestic art, the handicrafts and trades.
4. Supplementary and special: intended for those who wish to supplement school or college training by the study of subjects bearing on domestic, financial, social, or philanthropic interests.

The institution comprises ten departments. These are: High

*This touches perhaps the most salient characteristic of the New Education—the right of the child to a spherical environment.

School, Industrial and Fine Arts, Domestic Art, Domestic Science, Science and Technology, Commerce, Kindergartens, Libraries, Museums; The Thrift. Each department has a large corps of instructors and is superintended by a directing specialist.

"The Thrift" is a banking establishment of a triple nature. (1) Students (or others) may deposit their savings at interest. The stamp system for small depositors is used. (2) Or, they may make regular investments by monthly instalments, receiving, at the termination of the period, a premium added to the interest and principal. (3) Sums of any amount are loaned for the purchase of real estate in Brooklyn. These loans are repayable in monthly instalments which shall totally extinguish both interest and principal.

It is the special object of The Thrift to encourage the purchase of dwelling houses by persons for their own occupation.

The exhibit, in the Liberal Arts Gallery, is comprised in six sections. The department of museums only does not exhibit.

The high school shows the usual academic work in a three years' course; a course of free-hand and instrumental drawing. Also, for the boys, courses in bench work, wood-turning, pattern-making, forging, tin-smithing, and machine shop work; for the girls, courses in sewing, simple and advanced dressmaking, millinery, wood-carving, cookery, home nursing, and hygiene.

The art department is represented by a large number of sketches; an extensive course in cast drawing; specimens of work of costume class; studies in charcoal and in oil; life work and composition studies; still life and flowers in oil.

The clay-modeling is a regular part of the four years art course. Some well executed heads from life are shown; also studies from full length figure and original studies in animal life. The water color work is of still life, flower studies, and bits of interior decoration.

The architectural course is represented by plans and elevations of town and country houses; sheets of pen and ink sketching; problems in construction and a number of original designs.

The course in mechanical drawing prepares for machine-shop draughting.

The work in technical design (book covers, oil cloths, etc.) prepares for the designer's office. Many pieces are shown which have already been accepted and worked out by manufacturers. A sample rug is shown, designed by a student and made by a prominent New York firm.

Artistic design in needle-work is shown, and details of home ornamentation.

The wood-carving course is represented by handsome samples of heavy relief.

The department of domestic art makes a comprehensive exhibit of sewing, dressmaking, and millinery. The department occupies ten rooms; has a technical museum and library in connection. Form and color are studies in their relation to artistic design in dress. Physical culture is made to bear strongly on the work of this department.

The course has an immense range from exercises in simple darning and mending, to elaborate evening gowns. One is shown in the style of the Empress Josephine. Millinery: trimming, making bows, development of a leghorn hat. Bonnets, various. Summer hats and evening wear. The frame studied with reference to the wearer's face. There is a course of water color design in millinery and dress.

The course in domestic science covers two years. Exhibit shows examples in chemical analysis; biology; models used in course in physiology; text-books and apparatus. Reduced models of work in home nursing. Diagrams showing processes in "first aid," in reality a complete school of nursing. Notes and text-books of a course in public hygiene. Household economy and home sanitation. A few examples of qualitative analysis concerning presence of arsenic in textile fabrics and papers. Photographs and schedules of cooking school and manuals by students, on an economical nutritious basis. Exhibits in laundry work, scientific. Treatment of various textiles and laces.

The department of science and technology exhibits a four-horse power engine. A lathe and machine tools. Course in plumbing. Carpentry work. Details of house-building with a small house front. Sign and fresco painting. Examples in wood-graining. Details of wall frescoes. Examination papers in mathematics (algebra and geometry). Photographs of engine tests. Reduced models of test apparatus. Theory of mechanism. Examples of strain and torsion in steel. Physics apparatus. Spectroscopic analysis. Chemistry course and examples of electrical construction.

The department of libraries shows periodicals temporarily bound (highly suggestive to librarians). Filing of newspapers. Card catalogues, classified by authors, by subjects, and by titles. Accession book, recording new books. Various other library blanks.

The department of commerce sends exercises in phonography and type writing. Business forms and papers. A library of shorthand (1100 vols).

This alcove is favored with the fine bronze bust of Mr. Chas. Pratt, founder of the great institution. It is by S. Herbert Adams, the New York sculptor. It is said by Mr. J. Frederick

Hopkins, curator of the exhibit, to convey in a most wonderful way, the personality of the man. WALTER J. KENYON.

Cook County Normal School.

ITS SUMMER SESSION.

Many were greatly disappointed when Col. Francis W. Parker decided not to give his regular course of lectures at Chautauqua this season; many others were greatly delighted to find that he would deliver fifteen lectures at the summer session of the Cook Co. normal school, July 10-28.

It was not expected that more than 250 students would enroll, but the final registry showed 487 regular pupils. As there were numerous visitors, the daily attendance averaged probably 500. These students comprised superintendents, principals, assistant and special teachers from every state and territory in the Union except two—Oklahoma was *not* an exception. There were many distinguished educators, such as Supt. Jas. L. Hughes, Toronto, Canada; Fraulein Förster, of Cassel, Germany, and Miss Fredericksen, of Copenhagen, Denmark.

The most apparent things were the ambition and the enthusiasm of its pupils. It was truly inspiring, simply to come into daily contact with hundreds of fellow-workers whose only regret seemed to be that they could not take up more of the work. There were some who wished for an afternoon session, and although the work began in some of the subjects at 7:45 A. M., and continued through others to 1:00 P. M., it was found necessary to form some extra classes for afternoon and evening, so determined were many of these teacher-pupils to take away from this summer normal school much of its treasure.

It is probable that much of this enthusiasm was due to the unusual excellence of the faculty and course of study. Every teacher besides being a first-class general educator, was a specialist in his chosen line. Prof. Wilbur S. Jackman, so widely known through his "Nature Studies," attracted around him a class of more than two hundred pupils, whose work during the coming years will certainly be better and truer as a result of his earnest and practical instruction. Miss Griswold's room in which she explained her excellent primary methods, both by talks to and with her pupils and by practical work with children, was always overcrowded. Prof. Thompson, supt. of drawing in Jersey City, had interested classes in the various grades of work in drawing, and was assisted by Miss Godden in the primary part of the subject, especially paper-folding. Music was thoroughly and practically taught by Prof. O'Donnell, one of the special teachers of music in Brooklyn; Prof. Pease, of Ypsilanti, Michigan, and Miss Worthington, of Albion, Mich. Miss Coffin, superintendent of primary grades in Detroit, Mich., had a very zealous class of nearly one hundred and forty teachers interested in her excellent course in language, and reading. Miss Heffron also had a large class in chalk modeling, as did Miss Annie E. Allen in kindergartening. Prof. Wm. Griffin as usual did splendid work in number. Besides these were Prof. C. Stebbins, of Brooklyn, N. Y., in involutional geometry and book-keeping; Prof. Kenyon in sloyd; Miss Lura Thompson in wood carving, and Prof. Carl Kroh in physical culture.

Every morning, the hour from 9.15 to 10.15 was devoted to Col. Parker's lectures on the psychology of expression. If there is one so worn out and lifeless from years' of work in some machine managed school, or from stilted routine life in one direction to the exclusion of all others, that he has no ambition or desire to make this year's work better than the last, I advise that one to listen to Col. Parker for a few hours; and if he does not become a stronger and truer teacher therefrom, I am afraid his case is hopeless. Col. Parker had an audience of five hundred hungry listeners for fifteen mornings, and they inspired him as he helped them. Naturally, all of Col. Parker's statements did not pass unchallenged, but he invited questions and discussions, devoting several minutes to them each day. A frequent and interesting visitor was Miss Elizabeth M. Hughes, principal of the University training school, Cambridge, England, who was usually accompanied by Miss Bramwell, professor of science in the same school, and Miss Millicent Hughes, of the training school in Cardiff, Wales.

The third week was the richest in every way. No lesson in the life of any person present in that school-room on the morning of Helen Keller's visit can compare with the lesson absorbed from the presence, actions, and words of this marvelous child. She was accompanied by her illustrious friends and educators, Prof. Alexander Graham Bell, Dr. Anagnos, and Miss Sullivan.

One day we were also favored by a few words from Dr. Henry Barnard, now eighty-three years old, but still full of love and hope for his fellows, especially his fellow-workers. That same morning, the members of the school grouped themselves on the west side of the building, with Col. Parker and Dr. Barnard in the center-front, and were photographed.

Among the illustrious visitors were also Messrs. Gabriel Compayre and Jules Steeg, of France; Prof. E. E. White, of Cincinnati; O., and James L. Hughes, inspector of schools in Toronto.

On closing day Col. Parker made a few strong, touching remarks, saying among other things that his audience had been a continual inspiration to him, drawing out the best he had to give them on the doctrine of concentration, and making this meeting one of the most pleasant and satisfactory he had ever been connected with. He urged his auditors constantly to study that masterpiece in nature, the human child, and said, "I trust the summer school will scatter the seeds, at least, of more earnest study of the subject of education all over our country." Supt. Bright, of Cook county, then made one of his short but strong and sincere speeches, after which the regular work of the day was continued.

The following morning, Saturday, I was so fortunate as to be in the school when it was honored by a visit from Mons. Compayre accompanied by Mons. E. Martin, and Mlle. M. Dugard. Mons. Compayre was delighted to find copies of all his books in the Colonel's library, including a copy of his "Doctrines of Education." He also saw here, for the first time, the translation of his psychology, published by D. C. Heath & Co.

Making a farewell call on Mrs. Parker the following Sunday, I found an informal reception in progress; in fact, I believe there are very few days on which the Colonel does not receive calls. Few men, however, are so fortunate as to attract in one day such visitors as Mons. Buisson, brother of the minister of education; Prof. Chevrillon of the University of De Lille, France, and one of the editors of the *Revue des Deux Mondes*; Dr. Jules Steeg, Dr. M. McVicker, Dr. E. E. White, Prof. Earl Barnes, of Stanford university, Prof. Carmien, preparatory school, Morgan Park, Ill.; Mrs. Hicks, of the Prang Educational Co., Miss Bertha Hintz, of the Normal art school, N. Y., Miss E. M. Hughes, Cambridge university, England, Prof. Balliet, Springfield, Mass.; Prof. Hooper, of the Brooklyn board of education, Prof. Stebbins, and Dr. Fitz, of Harvard and others.

All the foreign visitors took a great interest in the summer normal school and its methods.

I must not close this brief account of these three weeks of abundant pleasure and profit without referring to the two most interesting and beautiful lectures on Norway and Forestry delivered in the school hall by Prof. Bickmore, of the American museum, New York City, assisted by Mr. Casley in his excellent management of the McAllister stereopticon.

Buffalo, N. Y.

GRACE C. STRACHAN.

University Extension in England.

The university extension movement had its rise here in the University of Cambridge, just twenty years ago. It was proposed and earnestly advocated by James Stuart, then a lecturer of Trinity college, Cambridge. Three years later an organization was formed in London, and five years after the beginning of the work in Cambridge, the sister university at Oxford adopted the plan. Not much was done, however, at Oxford until 1885. Since then, Oxford has had every year more students in the local centers than Cambridge. Oxford led the way (1888) in the holding of the popular, so-called "Summer meetings." Cambridge followed with its first summer meeting in 1890. The Oxford meetings have been by far the more largely attended, the number reaching, at times, a thousand or more.

These summer meetings, held in the buildings of the great universities, teeming with memories of England's greatest men, with several lectures daily by scholarly men, are in a high degree instructive and inspiring.

While the university extension idea originated in England, it is acknowledged that the idea of a summer meeting was borrowed from the United States. Educational meetings in summer, so common with us, are an innovation here.

It happens that there is no meeting at Oxford this summer. A very interesting meeting, with perhaps 150 students, is being held during the present month of August at the University of Edinburgh. This is also an innovation, and has been arranged for, largely, through the agency of one of the more progressive professors in that conservative university. The meeting is not held in the interest of university extension, this work not having been fairly introduced yet in Scotland.

The Cambridge meeting, now in progress, is the fourth of its kind, and the largest and best. It has enrolled about six hundred students. Very many of the university extension students, both at the summer meetings and at the local centers, are teachers.

Another feature of the movement in England is its necessary tendency to bring the different classes of society into closer sympathy with each other. In most of the local centers are to be found working men and women. Many of these are hungry for knowledge, and eagerly avail themselves of the advantages of instruction afforded. The other members of the local centers come chiefly, of course, from the middle class. But even the wealthy have in not a few instances shown a great interest in the work, and have given of their means to promote it. The itinerant lecturers, who are sent out from the head centers, go as educational missionaries, and are glad to find attentive, earnest students of any class. Their sympathies are often touched as they

learn of the sacrifices made by some of their students to attend the lectures and purchase the necessary books. The extension lectures have been a godsend to many of the poorer class. One working-man is quoted as saying, "I cannot tell how much I owe to these lectures. They have worked a revolution in my life. I am able to take broader views of questions and my interests are widened. My life is altogether brighter and happier."

Cambridge, England.

THEO. B. NOSS.

The Kindergarten Congress.

On July 17, the Kindergarten Congress opened with an address by its president, Prof. Wm. N. Hailmann, superintendent of schools at the city of Laporte, Ind. He spoke upon the "Essentials of Froebel's Work" in his well-known lucid manner, laying particular stress upon the "loving study of the child" as the guiding principle of the Froebel method. This principle differs widely from that of the established school systems all over the world, which is, that the child must be measured and treated by the nature and requirements of adult man and the life of the adult. Although the school may adopt many a lesson of experience from the kindergarten, it cannot be said to be fairly launched upon the path of the "New Education" until it shall have completely relinquished the above rule and adopted the Froebel rule to measure the child by the child and treat him as a child.

The meetings of the congress continued throughout the week at the rate of three a day, so that space will not even allow to name all the addresses and speakers. Among the subjects discussed may be mentioned: the professional training of kindergartners, elementary manual training at public schools, the cultivation of aptitudes, etc. The Hon. W. T. Harris, spoke on the relation of the kindergarten to primary schools, emphasizing the idea that the same method could not be applied to all stages and circumstances, but that each stage and subject required a method of its own. Prof. Earl Barnes, of Stanford university, Cal., made highly interesting reports upon his empirical investigations of the mind of the child. He found that, with the youngest public school children, 95 out of a hundred would define every object by the use the child had for it. In other words, the child at that age does not yet realize anything of the world but its own ego, and the world in so far only as it affects the ego. These investigations promise, for the first time in the course of history, to supply a reliable empirical basis for educational science. Of great interest were some of the Round Table discussions which treated on the "Physical and Mental Import of Games," the "Scope of Kindergarten Training," etc., without prescribing a regular program, but allowing everybody to talk freely.

During the second week of the congress, that is, during the meeting of the National Educational Association, the department of the kindergarten was presided over by Mrs. A. M. Hughes, of Toronto, Brit. Dom. The more prominent speakers were: Miss E. Harrison, Mrs. A. H. Putnam, of Chicago, Mrs. S. B. Cooper, of San Francisco, Miss M. C. McCulloch, of St. Louis, Mrs. L. P. Hopkins, of Boston, Mrs. E. L. Hailmann, of Laporte, Ind., Prof. W. N. Hailmann, of Laporte, Prof. E. Barnes, of Palo Alto, and others. The valedictory address was made by Mr. A. H. Heinemann, of Chicago.

The effect of these meetings upon the attendants, who hailed from all parts of the globe—Germans being the most numerous of the members from foreign nations—was very marked and will, no doubt, be lasting and productive of good results.

How are some witty things the teacher may use (if he knows how) to good advantage?

Somebody referred two arguments on metaphysics to a German and asked him what he thought. He replied, "I think so neither."

A stage manager seeing they were about to move a "scene" said: "Don't move that scene yet. Juliet is there dead in the tomb. If you move that canvas it will let in a draught and she'll sneeze."

A tramp on being brought before the judge wept so bitterly as to evoke the sympathy of the worthy magistrate, who kindly inquired, "Have you been out of work for a long time?"

"Ever since my poor mother died."

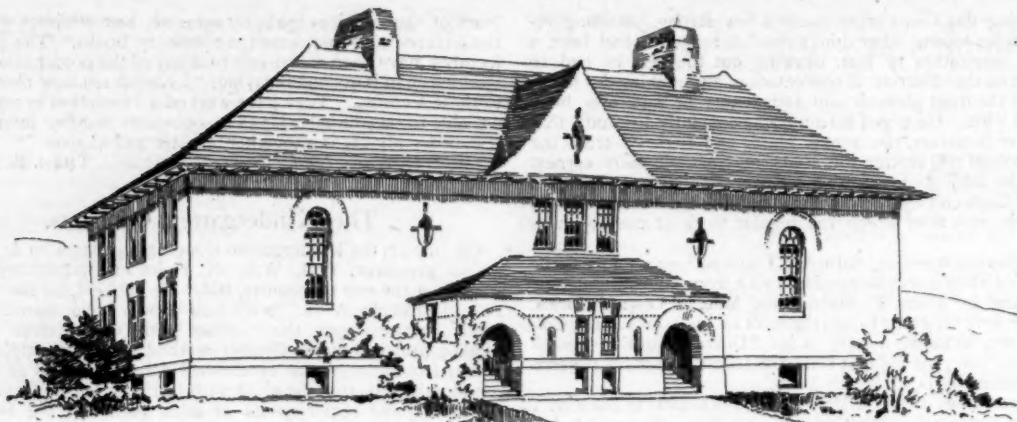
"How old were you at the time?"

"Eighteen months, your honor."

"That man listening to his own practicing on the clarinet is one of the most remarkable exhibits of fortitude I ever witnessed."

Teacher: "In which of his battles was Gustavus Adolphus killed?"

Pupil (after some reflection): "I think it was in his last battle."



DESIGN FOR SIX ROOM SCHOOL BUILDING.
Loring and Phipps Architects Boston.

The University of Missouri, at Columbia, has received from the state since February, 1891, by direct appropriation and in interest on its endowment, \$1,525,000. No state in this country has ever given its university so much money in so short a space of time.

The university was located at Columbia, Boone country, Mo., in 1839. Courses of instruction in academic work were begun in 1841. A normal department was established in 1867. Since then the departments of language, science, history, economics, philosophy, pedagogics, law, etc., have been added. All departments are open to men and women alike. The first honors in 1892-93 were won by a woman.

Ever since there began to be colleges in the United States young men have been in the habit of working their way to graduation by tutoring, teaching school, farming, and whatever other occupation could be taken up and dropped with ease. The presence of a college at Athens, O., in the Hocking valley coal region, has offered still another opportunity to young men in search of education. It is not unusual for students at Athens to interrupt their college course by a season of labor in the mines for the purpose of raising money with which to go on with their studies.

Joseph Cook at Chautauqua summarized our American educational principles under these eight heads:

1. That the duty of self-preservation and self-development gives a free people the right to educate their children in public schools under the direction of the state.
2. That while the common schools may teach common morals as much as does the common law, they are not to give distinctly denominational or sectarian religious instruction.
3. That all religious denominations have the right to establish and maintain church schools, colleges, and seminaries at their own expense.
4. That nevertheless it is highly dangerous and may easily become treasonable for any denomination to maintain schools which teach allegiance to any foreign pontiff as superior in authority to the president of the United States.
5. That church and state are to be kept forever separate, but that the American system, while separating the church from the state, does not separate the state in all particulars from Christianity, and that therefore a recognition of Christian morals with completely undenominational devotional exercises is not out of place in the public schools.
6. That the school fund is not to be divided, and that those who contribute to the support of parochial or private schools are not to be excused from taxes for the support of public schools.
7. That there shall be no distinctively denominational or sectarian text-books in the public schools, and no sectarian interference with common school education.
8. That state supervision shall be so extended to all private schools as to prevent important mischief to the state arising from their deficient or misleading instruction of those who are to be the future citizens of the state.

After long attention to this topic I consider myself justified in assuming before this audience that you need no proof that I have accurately summarized the principles of the clerical party on the one hand and of our average American principles on the other.

Brother Azarias, the distinguished Catholic scholar and author of the De la Salle institute, New York city, has died in Plattsburg, N. Y., from pneumonia and heart trouble. He had been lecturing in Plattsburg before the Catholic summer school.

Brother Azarias was forty-five years old. He was a teacher of English literature, a polished writer, and was widely known as an educator. His name before taking orders was P. F. Mullaney.

He lectured at the summer school on educational epochs. His lecture on "Books and Reading," which he delivered before the members of the Cathedral library of New York, has been published in several editions and has become a guide book of study among Catholics.

In 1877 Brother Azarias lectured before the Regents of the University of New York upon "Psychological Aspects." In 1884, upon the invitation of Gen. Eaton, United States commissioner of education, he read a paper before the International congress of education upon "Literary and Scientific Habits of Thought." The following year Dr. W. T. Harris invited him to deliver at least two lectures before the Concord School of Philosophy. It was the first time a Catholic had been invited to address such an assemblage.

Brother Azarias was then preparing to go to Europe and could prepare only one paper, on "Dante." For the same school while in London he wrote a paper on "Aristotle and the Schoolmen." In 1890 he lectured before the Farmington school of philosophy on "The Relation of Church and State." In 1891 he read a paper before the State Teachers' Association at Saratoga on "Religion in Education."

Brother Azarias' name has been eighteen years before the public as an author. He was universally known as an earnest student of pedagogics and considered a good authority on questions relating to the theory, practice, and history of education.

Remains of a Mastodon.—Bones of prehistoric animals were lately found near the Missouri river a short distance from Chamberlain, S. D. Among them is the lower leg bone of a mastodon. The leg is perfect except in the lower portion, where part of the hoof is broken off. The bone weighed 54 pounds. It is 2 feet 5 inches long, with probably 3 or 4 inches broken off at the top. It measures 2 feet 2 inches in diameter at the largest place, and at the smallest it is 1 foot 3 inches in diameter.

Send two-cent stamp for "A Phenomenal Record" to C. I. Hood & Co., Lowell, Mass.

THE SCHOOL JOURNAL is published weekly at \$2.50 a year. To meet the wishes of a large majority of its subscribers it is sent regularly until definitely ordered to be discontinued, and all arrears are paid in full, but is always discontinued on expiration if desired. A monthly edition, *THE PRIMARY SCHOOL JOURNAL* for Primary Teachers is \$1.00 a year. *THE TEACHERS' INSTITUTE* is published monthly, for those who do not care for a weekly, at \$1.00 a year. *EDUCATIONAL FOUNDATIONS* is a monthly series of books on the Science and Art of Teaching, for those who are studying to be professional teachers, at \$1.00 a year. *OUR TIMES* is a carefully edited paper of Current Events, at 30 cents a year. Attractive club rates on application. Please send remittances by draft on N. Y., Postal or Express order, or registered letter to the publishers, E. L. KELLOGG & Co., Educational Building, 61 East 9th St., New York.

Correspondence.

The Old and the New in Promotion.

The old system said, Study diligently during the term, review for examination, be examined and promoted.

Some schools then promoted on the examinations alone; others combined term marks with examinations in various ways.

The new says, Study along during the term; at the close the teacher will decide who are competent to pass. Newark, Brooklyn, Jersey City, and many other places are following the latter method or some modification of it.

In Newark, where it was adopted some six years ago on recommendation of a committee of the principals, a kind of war has broken out and the subject has gotten "into the papers."

One of these in its headlines says: "Newark's system of honorary ratings condemned at home." "Four hundred teachers are said to set up 400 standards." "A scholar marked 'fair' by one may be 'super-excellent' in another's estimation." "After promotion less than half sustain the honorary rating."

In the article under these headlines an ex-member, who six years ago introduced the measure to the board of education, says: "A proof that honorary rating is a failure is shown in the large number of high school scholars who cannot keep up with their classes and drop out without graduating." "The tendency is to mark higher than the facts warrant. Like all other high estimates it tends to lower the standard. As a consequence, about one-half of every class drop out the first year. The majority of scholars who pass 'honorary' fail to sustain themselves 'honorary.'"

Without entering into the merits of the question as regards the alleged failure of the system in Newark or elsewhere, I wish to make the above the occasion for a few remarks on the new system, and incidentally on the old.

Examinations, strictly, are correct. They are based upon the supposition that if a child has received any benefit he can show it, and teachers or examiners can find it out. On account of permanency of record and uniformity by which rank can be more easily determined, written examinations have attained a precedence over oral, and as a convenience have been pushed along to the end of the term and styled "promotion examinations." They are an instrument of education, or really one by which the results of educational work may be determined. In the hands of the proper parties there is no form of school work that cannot be shown by an examination. And so far from occurring at end of a term and as a means of promotion only, they should occur at any time whenever the pupil has anything in way of progress or acquisition to show. In the hands of a good examiner they are always educational. In the hands of a poor examiner, they are often uneducational, demoralizing to the pupil, and destructive to the work of a good teacher. A poor principal will know scarcely anything of what teacher or class are doing during the term, and at end of term in 15 minutes will write out a set of questions from the book as a test for the work of the term. Under such a "system" examinations have become a bane, have led to cramming and stuffing, have changed educational work to memory work, and have made a machine of the teacher to get the text-book ground into the pupils. How much of sin has been committed in the school-room in that way!

But mark, the wrong is not so much in an examination as in the unintelligent and improper use of what they denominate "an examination for promotion."

Examinations may be oral or written with modifications. They may be used to determine (a) mental growth, or (b) mental acquisitions.

The latter is largely memory work and we see readily it is a great mistake to locate the examination in this latter part alone, as is too often done by cramming processes.

Growth can be tested by a written examination, but promotion should not depend upon an examination at the end of the term to test growth.

In such an examination the pupil receives about as difficult a proposition as he can attack; an easy question will not test his growth. The difficult, growth-stimulating and growth-testing questions should come along during the term, generally at the suggestion of the principal as he visits the class. The teacher is the best final judge of the growth during the term. Then if you desire an acquisition examination of moderate difficulty at close of term to correct in any way the marks of the pupils, or to stimulate the pupils, let such be held, and let the questions be propounded by the principal on conference with the teachers.

The new method is a rebellion against the tyranny of the old, that is, of the memory test applied at the end of the term as an evidence of intellectual work done during the term.

It seems a simple thing to say, There will be no examination; promote on the recommendation of the teacher. This in its extreme application does away with the principal. The principal is as necessary to the teacher as to the pupil. He stands as a representative of the law of the school. He is the watchful guardian of the interests of patrons of the school who have a right to expect their children will be carefully and systematically trained. The old-time written examination was his examination. If he had always been a skilful educator there would have been no fault to be found with it. Now that we abandon this, something must be substituted for it.

The principal had made the examination paper a purveyor of hard questions which he could send out to other schools as evidence of the high character of his own school (and incidentally of his personal scholarship). When the mischievous thing is thrown away the teacher experiences relief at once. For a term the teacher is all at sea,—perhaps without a rudder, unless the great change is fully comprehended by all parties and provided for.

A careless teacher may degenerate into shiftless habits, and the classes become demoralized. But a correct teacher, seeing the retrogressive tendencies, the lack of study by pupils released from the dread of examination, will begin to apply at once remedial measures.

It will take teacher and pupil some time to become accustomed to the new order of things.

New motives must now be instituted; new methods followed. It is not now *memoriter* work, stuffing for marks and examination records.

To the teacher, who innately understands the true purposes of school-life, released from the thrallhold of the uneducational because misapplied written examination at end of term (propounded by one who is only fitted by position to make the questions) there comes a new awakening. The teacher perceives that he (or she) may now work with all his intensity and originality and personality in any chosen way he may deem best for developing thought, activity, accuracy, and strength in the minds of his pupils, and to impart useful knowledge.

But with this new liberty comes new responsibility to teacher and to principal. The teacher must now more than ever, determine the progress and application of the pupils. Before, he could leave it to the principal or his examination at end of term. Indolent pupils could be warned occasionally under the old regime, and occasionally complained of to the principal. The examination would do the rest. The class-teacher is exonerated, for he "told you so," and the pupil was incorrigible. The principal too, warned (scolded) him. The parent cannot deny this and now the pupil, not passing, has himself to blame.

But under the new regime, the teacher is not only responsible for the child's progress, but for a definite knowledge of that progress from day to day.

He cannot move along heedlessly, week after week. His search of the pupil must be thorough day by day, and must be unremitting. So much for the conscientious teacher.

But if the new method increases the responsibility of the teacher, it more than redoubles that of the principal. If the principal was a poor principal before, he will be a poorer one now. The whip and spur of the examination, by which an indolent and inactive principal may secure a semblance of exertion on the part of the school is gone. Now he must work as never before to keep the school from retrograding. He must visit the classes. He must talk with the pupils and know their work. It will be a mutual examination and the pupils will soon find out whether he is up to the mark. (An ignorant man can prepare questions for an examination at close of term, but he cannot work in the class-room.) The teacher must feel that he knows intimately the condition and progress of the class. Especially the principal must co-operate with the teacher in dealing with the delinquent. He must be an inspiration to teacher and class. And he must be also a final and unyielding arbiter on all those who will not respond to the influences that are brought to bear to cause pupils to study.

This is educational work of high order. And we are to be congratulated that the new method brings us to this condition. The old examination was the stay that prevented the uselessness of the school from being known, for it produced a semblance of work, with some figured or marked results. This being removed good results must follow or the true character of the school will be known. The insincere teacher will probably, being under no restraint, mark all high with a view to cover up the deficiencies. But this is only temporary. The truth will out. The children will betray the wrong, and no one will suffer more than the principal if the practice is not speedily checked.

Where the new plan seems to fail is probably due in some degree to an insufficient daily marking system.

"Good," "Fair," "Poor," etc., may do very well for parents who wish to understand reports, but will not do for pupils. Where pupils are indiscriminately classed in groups that are marked "good" or "poor" there is no decisive record like a numerical mark given at the recitation. Beside in each group there is certainly a difference of merit. Not to notice differences of merit affects the entire group unfavorably. Teachers must improve their daily marking system. A teacher who cannot learn to make and record a correct numerical mark to express the value of a pupil's work for a recitation fails to learn one of the important qualifications of a good teacher.

Jersey City.

MINER H. PADDOCK.

I have read the article in THE JOURNAL of Aug. 19, the Manual Training School, (W. J. K.) with much interest, and it occurs to me I can get some information through your columns on points regarding which I am seeking light.

1st. Where a city is building a grammar and primary school combined (a) what modifications of the buildings, and what addition in way of structure of rooms is needed to offer best facilities for introduction of kindergarten methods, in primary grades? (b) What similar provision must be made in building for best introduction of manual training in the upper grades?

2nd. To what extent may kindergarten or kindred methods be introduced with regular school work? to what extent manual training in the said school?

3rd. What schools near New York illustrate best the adaptation of kindergarten and manual training in a city ward or grammar school with lower grades?

What modifications in the plan of rooms are convenient for introducing new methods in geography? M. H. PADDOCK.

1. (a) The bulk of the seat work given in the kindergarten can be followed in an ordinarily furnished primary class room, having the addition of a sand trough and the kindergarten gifts. The sand trough is best built along one side of the room and slightly more than waist high to the children. It should be painted so as to be waterproof; about eighteen inches wide and the longer the better. A rim four inches high keeps the sand in. Ordinary sea sand is obtained at the grocer's. In condition, it is damp and free from litter.

(b) It is best to devote one room entirely to the manual training work. To this the various classes repair for the given period. The manual training room may be fitted with ten double ended cabinet-maker's benches, this number accommodating twenty pupils. Also an outfit of joiner's tools in duplicates sufficient to meet the needs of the class. Care should be taken that the manual training room fully meets the requirements of a model class room as regards lighting, heating, and ventilation. Do not attempt to convert an unwholesome basement into a school workshop. It is well so to locate this room that its legitimate noise will not disturb the work of other class-rooms.

The walls and ceilings are best of wood. Closets or lockers should be built somewhere about the sides of the room for the reception of pupils' materials. The tools may be kept in troughs under the benches or in a rack against the wall.

2. Nearly all of the kindergarten occupation work may be used as seat work in the primary grades, superseding "busy work," given *per se*. The paper folding, weaving, stick laying, etc., are all forms of manual training, suitable for the first grade. For the ensuing primary grades, paper and cardboard sloyd is well adapted. A series of articles on this subject begins in the JOURNAL of Sept. 30.

3. The Workingman's school (under the auspices of the Society of Ethical culture) and the College for Training Teachers, both of New York City, furnish excellent examples.

The later methods of teaching geography utilize any class room that has abundant blackboard space of good quality. A sand table is a desirable addition. A description of a sand table will be given in THE SCHOOL JOURNAL, issue of September 23, 1893. It is also well to furnish individual sand pans, one for each pupil. The tinner makes them. A good size is eleven by eighteen inches with a half inch rim, lap-edged. Material, galvanized iron.

Relief maps are good, but chiefly of use where they are constructed by the pupil in pursuance of his study.

The stereopticon is being much used in geography and science teaching. A class-room fitted for this purpose should have solid inside blinds; clear space in the rear of the room to set up the lantern, and in the front of the room to hang the screen.

WALTER J. KENYON.

In the August number of THE INSTITUTE on page 361 is an article "For the Composition Class," which, to say the least, is pernicious in its tendency.

While a certain class of fairy stories are possibly allowable for the moral they contain this article does not have even that quality, dealing merely with the imagination. Now the imagination is altogether too easily developed along untruthful lines, and for such a course to receive the sanction of our most trusted and respected educators is very disappointing and productive of loss of confidence.

What teacher could retain the respect of conscientious pupils and give such an exercise as that? And how long would he retain his position if either parents or principal were in the least particular? We cannot be too careful about these tongues of ours. It takes an immense amount of care and training to bring them to speak the truth at all times, and are we going to undo it all in the very place where we look for character to be developed?

I should expect a child receiving such instruction to say anything when asked a question, the truth or not, as happened to suit his convenience. If reproved he would instantly refer to the example.

It seems as though the piece needs a little notice. A few words from you would set the matter right. The world is bad enough now and the truth little enough regarded, and some things like this, if unremarked upon, are liable to do a great deal of harm. If the training of the imagination must be at the expense of truthfulness, don't train the imagination.

E. S. LAMSON.

We are grateful to the author of this letter. Its earnest tone commands our respect and sympathy, and perhaps there is more in the criticism than we are prepared to see. To set our critic right on the main point, however, let us state that the exercise was *not* given to cultivate the imagination. Even for that purpose it might find its place if we were to stop to consider the stages through which the human imagination has passed on its way to the ideal creations of these last 2,000 years. There was a period of unrealism followed by a period of realism before the suggestive in art, its highest development, was born. Each individual mind has its age of centaurs. If it hasn't it is because it never reaches that age, not because it skips or is born beyond it. It is necessary for education to recognize all steps in development, for development *will* be sequent, and its sequence is that of history.

However, it was not upon this serious basis that the lesson criticised was intended to rest. The boys were tired and dull, the air of the class-room was soporific, and the most available awakener seemed to be a little fun. Boys understand fun and readily distinguish between it and immorality. The difference between an extravaganza and a lie is as wide as that between a comic opera and piece of villainous sophistry. The teacher who is will-

ing to enjoy a little impossible nonsense with his pupils is quite as likely to have the truth told him as is he upon whose face appear those lines that tell of a constant dread that something will lead his pupils to lie to him. There is a proverb about ministers' sons that might point a moral here. The lesson was given as a dull-day suggestion, and we still support it for the light purpose intended. There may, however, as we admitted in the beginning, be harm in such a lesson that we fail to see.

Is the "nationalizing idea" gaining ground? Is it a good idea? It is talked of a good deal out here in Kansas

Satilla.

E. M. P.

No doubt the owners and managers of railroads have been guilty in many cases of jobbery, gambling, and extortion, and have thus piled up stupendous fortunes; but the cost of transportation and service has steadily declined till a ton of freight or a passenger can be carried farther for a dollar than at any previous time in the world's history.

The postoffice department is an illustration of a "nationalized concern." Its expenses constantly exceed its income, and many millions are annually appropriated from the treasury to supply the deficiency. The government appoints a costly staff of officials to collect, separate, and distribute letters, papers, and packages, receive and pay money orders and notes, and attend to the bookkeeping. To do this work it pays its Washington force nearly a million dollars, to postmasters and their clerks more than twenty millions, for free delivery about ten millions, for railway mail clerks seven millions—an aggregate of more than forty millions.

Any of the great express companies could profitably perform the postal service of the country at half the present rates, with equal promptness and efficiency, and with greater responsibility. If a letter or package is lost by the carelessness or knavery of a clerk or postmaster there is no redress. The annual list of depredations is appalling, but there is no redress. An express company or other common carrier would be liable for the full value of its loss. No private citizen could deal with his customers as the government treats its patrons in the postoffice department without being in bankruptcy one-half the time, and in the penitentiary the other half.

In what year and manner was the ratio of silver coins to gold coins established?

R. M. G.

In 1793 Congress passed the first coinage law. The monetary unit was made the silver dollar of 371 4-16 grains of pure silver or 416 grains of standard silver, and the ratio was specifically fixed in words at 15 to 1. Free coinage for both silver and gold was ordained. In 1834 a law reduced the weight of the gold eagle from 247.5 grains to 232 grains of pure gold. This, in effect, created a ratio of 16 to 1. In 1837 an amendment fixed the amount of alloy at one-tenth, and the total weight of the silver dollar at 412½ grains and the gold eagle at 258 grains, including alloy, of course. Though no specific mention was made of a ratio, the actual ratio was 16 to 1. The Knox bill of 1873 demonetized the standard silver dollar. The Bland bill of 1878 restored to the standard silver dollar of 412½ grains its legal tender quality.

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New Books.

Wm. C. Collar, A. M., headmaster of the Roxbury Latin school, the editor of *The Seventh Book of Vergil's Aeneid* in the School Classics series, is one who is seeking to bring about a change in the method of teaching the ancient languages. Formerly after one had spent six or eight years on the classics, he found himself, after his college days were over, unable to read Latin and Greek authors with any degree of readiness. This was due principally to the fact that the learning of syntax was placed ahead of everything else; they became slaves to syntax. An effort is now made more and more to teach the student how to penetrate the meaning and catch the spirit of the author. The notes in this book are intended mainly to be aids to that end. It also has word-groups and a very complete vocabulary. (Ginn & Co., Boston. 50 cents.)

The object of the little book entitled *A Primer of Historical English Grammar*, by Henry Sweet, LL.D., is to give the essentials of the subject, as far as it is possible within the limits of 100 pages, excluding syntax, but including the history of the language, phonology, inflections, particles, composition, and derivation. It is a condensation of the author's larger works, but on account of the limited space he was obliged to depart considerably from the plan pursued in those books. As many who will study this primer will not care to go further there has been a short selection of Old, Middle, and Modern English texts—the latter with phonetic transcriptions to show the great changes in pro-

nunciation which underlie the fixity of the orthography. The texts are accompanied by explanatory notes and references to the body of the primer. (Macmillan & Co., New York. 60 cents.)

To meet the demand for Charles Sumner's oration on *The True Grandeur of Nations*, delivered before the authorities of the city of Boston, July 4, 1845, a revised edition printed from his complete works has been published. Additional examples and illustrations have been introduced into this oration since its first publication, but the argument and substance remain the same. It was at the time the occasion of considerable controversy, and many were disturbed by what Mr. Sumner called his "declaration of war against war." It is full of noble and humane sentiments, and is worthy of being used as supplementary reading in high schools and academies. (Lee & Shepard, Boston. 75 cents.)

F. Marion Crawford has never given a more striking proof of his power as a novelist than in his story of Roman society entitled *Pietro Ghisleri*. It is not so remarkable for the originality of the plot as for the power and accuracy of the descriptions, the analysis of character and motive, and the faithful delineation of social customs. The writer is a minute observer and has a power of presentation possessed by few novelists. He believes a story should be a literary work of art and that it is not the province of the author to point out the moral, yet in this novel the moral is so obvious that such a work is entirely unnecessary. If any one ever received the full wages of sin it is the jealous, intriguing, vindictive Adele Savelli. The story is one of thrilling interest. (Macmillan & Co., New York. \$1.00)

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The Union Institute of Arts, at Boston, Mass., offers special attractions this year to art students by adding systematic courses of *elective* general branches, to its special training of artists, artisans or teachers of art. Its circulars show a most unique and useful classification of branches in art, science, design, carving, etching, literature, language, elocution, sloyd, etc., under one management.

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A fine head of hair is always admired, and its possessor envied. It is said that the beauty of the hair of many persons one meets is due to the use of Barry's Tricopherous, an elegant dressing preventing baldness, gray hair, and dandruff. It makes the hair grow thick and soft, and cures eruptions and diseases of the skin. It can be procured of druggists or by mail from 44 Stone street, New York.

There are undoubtedly many places where the teachers would like to introduce sloyd this fall, and where all information in regard to the subject would be welcomed. Full information in regard to expense, etc., benches, tools, models, drawing handbooks, supplies, and all necessary equipment may be obtained of Chandler & Barber, 15 and 17 Eliot street, Boston. They have supplied many public and private schools in this country and England.

Any one who has spent a spring in the country has been delighted with the delicate scent of crab apple blossoms, and has probably thought to himself, how delightful it would be if he could bottle some of this up and take it to the city. This is just what has been done by the Crown Perfumery Co., London, in their celebrated Crab Apple Blossoms, and it may be enjoyed not only in the spring, but in all seasons. Another very popular preparation is their Invigorating Lavender Salts.

Why buy an organ or a piano from a dealer who charges a high price, when you can get just as good an instrument direct from the factory at a much cheaper rate? The Cornish Organ and Piano Co., Wash-

ington, N. J., have adopted this plan and find it is popular because it saves their customers the retailer's profit. Their new catalogue contains beautiful colored illustrations, accurate descriptions, and lowest prices of the latest and finest instruments. Any one who lives within 200 miles can visit the factory at their expense, and see for himself. All instruments are shipped on trial; no satisfaction, no pay.

If one is traveling how forcible is the wish sometimes that a photograph could be obtained of a waterfall, or a fine bit of scenery, or a face! The wise traveler prepares himself for just such an emergency by securing a camera, for instance, one that is so light, compact, and easy of manipulation as the Premier made by the Rochester Optical Co., Rochester, N. Y. It is intended for hand and tripod use, and is especially adapted to meet the demands of the amateur photographer.

You have no doubt stood, many a time, watching the sunset and wondering at the variety and brilliancy of the colors that nature paints upon the sky; yet these are not more brilliant and various than the colors sold by the F. W. Devoe, & C. T. Reynolds Co., Fulton and William streets, N. Y. They manufacture artist's materials, house painters' colors, and fine varnishes. Catalogues of their various departments are sent to responsible parties.

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Teachers will be interested in the school slate made by the Hyatt School Slate Co., limited, Bethlehem, Pa. The lines are drawn on the slate by machinery, and are regular and straight. This cannot be done by hand with the same degree of accuracy. The lines are filled up with a composition of either a pink or soapstone color, presenting a smooth surface and offering no resistance to the stroke of the pencil. They will preserve their color as long as the slate will last, and so do not strain the eyes of the pupils.



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Magazines.

—The leading article in *Worthington's Magazine* for September is a well-written and highly entertaining paper upon "Seals and Sealing," by Joseph Stanley-Brown (formerly secretary to President Garfield). In the interest of the United States government, Mr. Brown spent many months at the Pribilof islands, the home of the seal during at least half the year. "Hours with Percival," by Richard Storrs Willis, Yale '41, is a paper of great literary value, concerning an American poet and scientist.

—*The Century* has just come in possession of one of the most unique and important historical documents of the age. It is a record of the daily life of Napoleon Bonaparte on board the English ship which bore him into captivity at St. Helena, as contained in the hitherto unpublished journal of the secretary of the admiral in charge. The reports of many conversations held by the admiral with the deposed emperor regarding his important campaigns are given with great fullness, and there is much about the bearing and the personal habits of Bonaparte during the voyage. The Memoirs of Las Cases contain the story of the emperor's deportation as told by a Frenchman and a follower; this diary is an English gentleman's view of the same memorable journey, and of the impressions made by daily contact with the man who had had all Europe at his feet. The diary will be published in early numbers of *The Century*.

Many Parents

cannot find words strong enough to express their gratitude to Hood's Sarsaparilla for its good effect upon their children. Scrofula, salt rheum, and other diseases of the blood are effectually and permanently cured by this excellent medicine, and the whole being is given strength to resist attacks of disease.

—Andrew Lang has written for a new edition of "Letters to Dead Authors" four letters addressed to Homer, John Knox, Rev. Increase Mather and Samuel Pepys; the last named appears in *Scribner's Magazine* for September. Gustave Kobbe describes the remarkable high tides of the Bay of Fundy, with illustrations from photographs which show the reversing of the current of the St. John river. Edward J. Lowell, has a charming essay on the evolution of clothes from the toga to trousers, with a series of illustrations by W. L. Taylor.

The September number of the *Political Science Quarterly* opens with a rejoinder to "Giffen's Case against Bimetallism," by Dr. Charles B. Spahr; Dr. Max West presents a condensed discussion of the "Theory of the Inheritance Tax"; Alexander Winter discourses sympathetically on "The Modern Spirit in Penology"; Prof. J. B. Moore reviews the course of "The Late Chilean Controversy," as disclosed by the official documents; Prof. H. L. Osgood describes "The Prussian Archives" and their publications; and Prof. W. Cunningham, of England, critically reviews the latest volume of "Ashley's English Economic History."

During the Teething Period.

MRS. WINSLOW'S SOOTHING SYRUP has been used for over FIFTY YEARS by MILLIONS of MOTHERS for their CHILDREN WHILE TEETHING, with PERFECT SUCCESS. It SOOTHES the CHILD, SOFTENS the GUMS, ALLAYS all PAIN; CURES WIND COLIC, and is the best remedy for DIARRHOEA. Sold by Druggists, in every part of the world. Be sure and ask for "Mrs. Winslow's Soothing Syrup," and take no other kind. Twenty-five cents a bottle.

—The *Atlantic Monthly* for September contains a reply to Professor Shaler's "Relations of Academic and Technical Instruction," which appeared in the August number. It is by General Francis A. Walker, president of the Massachusetts institute of technology, and is a most able defense of the system of the independent technical school. In this paper the author expresses his "belief that scientific and technical education always encounters a grave risk when put out to nurse with representatives of classical culture." These two papers, covering both sides of an important educational question, should be read by all teachers.

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